

Kentucky Community Schools Initiative

The Prichard Committee

United States Department
of Education

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Year 1 Summative External Evaluation Report

Evaluation conducted by
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EXECUTIVE SUMMARY

This Year 1 Summative External Evaluation Report (covering January 2023 to December 2023) for the United States Department of Education and the Prichard Committee outlines the University of Kentucky Evaluation Center's key approaches, data findings, reflections, and recommendations. Evidenced in this document is our combined dedicated effort to document accountability for project and program investments and contribute to the body of knowledge on developing, scaling up, and sustaining effective Full-Service Community Schools in Kentucky.

Key Findings:

1. The Prichard Committee (PC) has formed a cohesive team which has created contagious excitement around their work. Amid meaning-making and ambiguity natural to project development, the team remains organized and responds to requests promptly. Participants are both excited about the project and are also confused about Kentucky Community Schools Initiative (KCSI) roles and language (see Report beginning on pages 46, 53-54). During Year 2, the PC must clarify the aforementioned, while also helping communities better understand exactly how KCSI will lead to improved student outcomes. The bridging of this gap, particularly in the area of language, is instrumental if the PC is going to prioritize community meaning-making over a top-down approach (see Report beginning on pages 74-75).
2. We applaud how quickly the PC hired project staff and onboarded the last 16 districts. Not only did this happen ahead of schedule, but the PC's agility and ingenuity in adjusting their workplan in response to contextual factors, best practices, research, and stakeholder-voiced needs are also commendable. As workplans shift, the PC should inform us of changes, as adjustments could have implications for the evaluation of fidelity of implementation. We will develop a mechanism with which to capture these changes in Year 2, Quarter 1. We also continue to underscore the importance of each district's involvement in data collection processes to inform continuous improvement and, if not more importantly, to meet federal data reporting requirements. Issues serving as obstacles to acquiring district IRBs and MOAs should be addressed in Quarter 1 of 2024.
3. Because community engagement is at the heart of full-service community schools, it is critical to build trust and give voice to individuals outside the school walls (Malone & Kirkland, 2023). We highlight our recommendations regarding PC's reporting documents, in particular, the District Director's report, which was in development at the end of this reporting cycle (see Report beginning on page 77). We would encourage finding ways to capture the demographics of the State Steering Committee and Community-

wide meetings participants, and to think about demographics broadly to ensure representation of school communities. Lastly, we urge the PC to continue recognizing the diversity of community voices who do the difficult work of driving sustainable changes as an asset - and let this recognition lead to action.

4. We celebrate Prichard's agility and ingenuity in developing Year 1 resources and services to advance the community schools model at local and state levels. Because evaluation questions 3 and 4 relate to the quality, relevance, usefulness of resources and services, as well as equity in their design and implementation, it is important for the UKEC to have clarity on the outcomes and objectives of resources and services prior to their dissemination. We also ask to work with Prichard leadership to co-develop a crosswalk of Prichard's other initiatives with KCSI. This will clarify the intersection of initiatives and the cross-pollination of resources, events, and services.

5. During Year 1 of the project, both the PC and UKEC worked together to form perceptions or meaning-making based on conversations and collaborations between these teams. The UKEC team built qualitative research designs to collect rich thick data. As data are collected, researchers will concurrently analyze data and begin to make connections and think about differences and implications for the project.

6. While impact analyses of this project will not fully be in motion until 2026, we are laying the foundation for a robust quantitative evaluation during Years 4 and 5. Utilizing matching and difference-in-differences methods, we will compare KCSI schools with control groups on outcome variables. Publicly available student-level data, provided by KY Stats, as well as school and district-level data collected by the UKEC, will serve as the base of future impact analyses.

INTRODUCTION

The Kentucky Community School Initiative (KCSI) seeks to create better outcomes for Kentucky students and to reduce barriers to learning. Beginning in the 2023-2024 school year, 20 districts and 40 schools from across the state will participate in this five-year, transformative initiative to implement Full-Service Community Schools (FSCS).

The Learning Policy Institute defines community schools as an evidence-based strategy to advance equity and reduce barriers to learning by providing the services needed to support student and family well-being. Through trusting relationships and well-coordinated support, community schools ensure that students receive the health, social service, and learning opportunities they need to be successful.

Each community school is a unique representation of the community's needs and resources. No two community schools will look exactly alike, as no two communities are identical. The Prichard Committee is instrumental in implementing FSCS and KCSI aims to embed the four pillars of community schools, tailored to local needs and resources.

The four pillars are:

1. Active family and community engagement
2. Expanded and enriched learning times
3. Integrated supports
4. Collaborative leadership and practices to support high-quality teaching

Embedded within the four pillars are the following pipeline services for students and families:

- Encouraging family and community involvement
- Community-based support for students
- High-quality early education programs
- High-quality education programs both inside and outside the classroom
- Helping students smoothly transition between different school levels
- Support post-secondary and workforce readiness
- Social, health, nutrition, and mental health services
- Juvenile crime prevention and rehabilitation programs

The Prichard Committee (PC) will engage in the following activities:

- Increase local coordination by engaging students, families, educators, and the broader community in understanding and responding to the unique needs and strengths of their school community; these schools will serve as proof points and test sites for community school best practices and policy.
- Increase coordination of state services and strengthen policy through continuous improvement for long-term sustainability.
- Establish a state steering committee to guide implementation, evaluation, and collaborative leadership across state systems.
- Examine Kentucky's current education and service delivery through the lens of the community school model to include a better understanding of what needs to be in place for Family Resource and Youth Services Centers (FRYSC) to work at its full potential.

This information is graphically displayed in the PC logic model (Figure 1) and KCSI figure of action diagram (Figure 2).

The PC contracted with the University of Kentucky Evaluation Center (UKEC) for a thorough external evaluation of the program by the Prichard Committee. We serve as an independent evaluation center and conduct thorough assessments of program preparation, readiness, and implementation activities.

Figure 1.
KCSI Logic Model

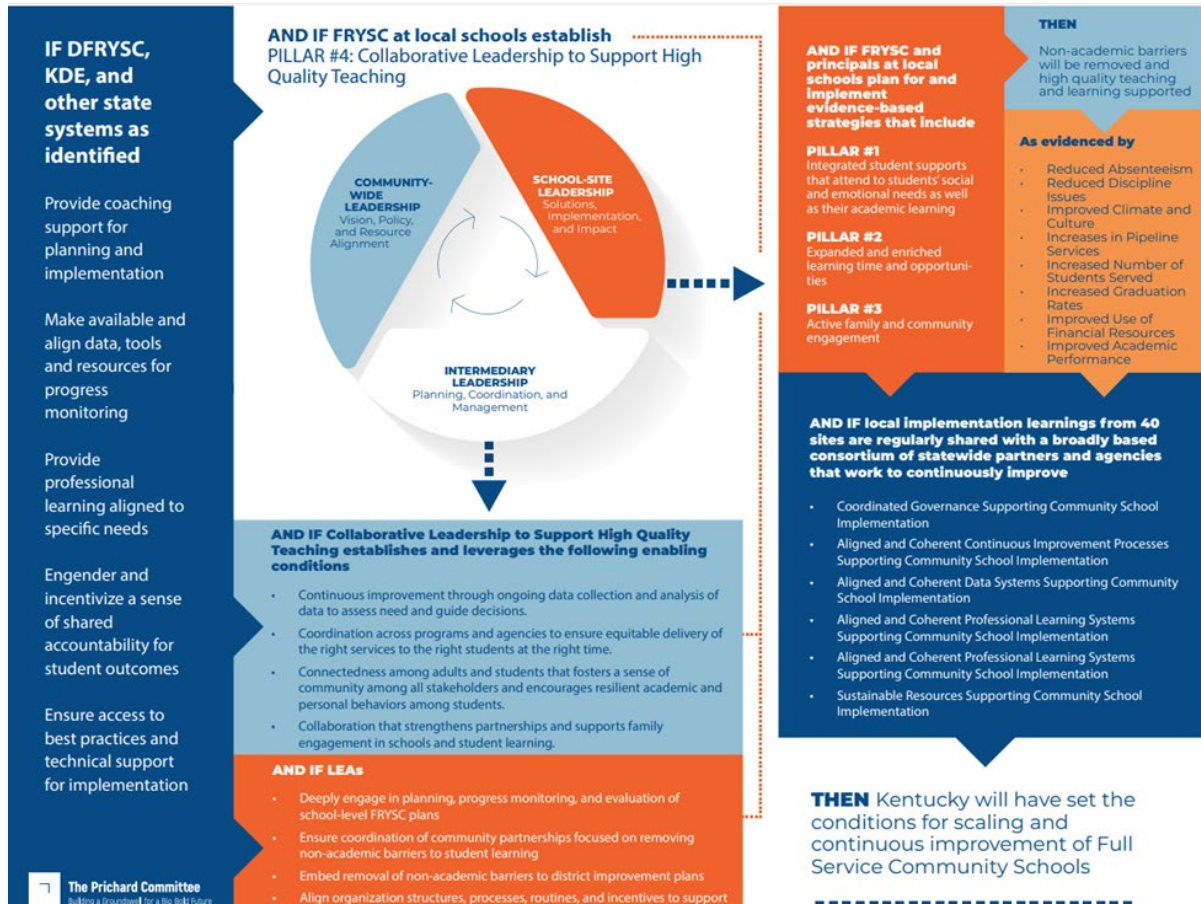
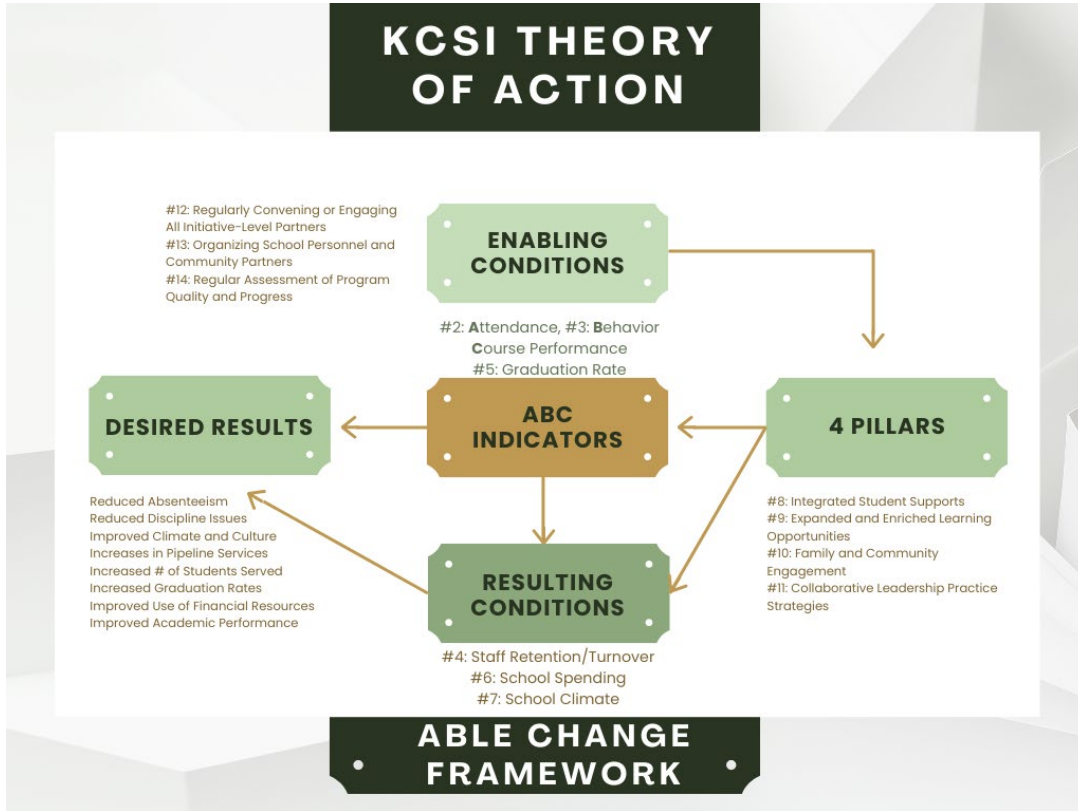


Figure 2.

KCSI Theory of Action Diagram



EVALUATION OVERVIEW

This independent evaluation fulfills the expectation of the US Department of Education to conduct an evaluation of the progress achieved according to the annual measurable performance objectives and outcomes and to refine and improve activities carried out through the grant. Our objective is to evaluate the Prichard Committee’s implementation of the FSCS Program, through the KCSI, which will integrate the four pillars of the FSCS program across 20 districts and 40 schools in Kentucky (2 schools per district). The four pillars include: 1) integrated student support, 2) expanded and enriched learning time, 3) active family and community engagement, and 4) collaborative leadership and practice.

The evaluation is designed to support and improve project implementation, document accountability for project and program investments, and contribute to the body of knowledge on developing, scaling up, and sustaining effective FSCS. The evaluation of project implementation across the 20 districts is guided by the following questions:

1. What community needs, preferences, and challenges had to be addressed to ensure project implementation and success?
2. To what extent was the project implemented with fidelity to project design, timeline, and evidence-based practices?
3. To what extent were resources and services reported to be high-quality, relevant, and useful?
4. To what extent were resources and services reported to reflect equity in design and implementation?
5. To what extent were project investments sufficient in type and scale to engage participants?
6. To what extent did participants report project resources and services lead to increased knowledge and capacity to implement the four pillars?
7. To what extent are communities, districts, and schools documenting improved implementation of the four pillars (improved coordination, integration, accessibility, and effectiveness of services)?
8. To what extent does treatment at the district level lead to improvement on the four pillars at both supported and non-supported schools?
9. To what extent are communities, districts, and schools documenting improvements in key staff, family, community, and student indicators?
10. To what extent are communities, districts, and schools documenting scaled-up and sustainable practices regarding staff, families, and students?
11. To what extent are students prepared for kindergarten; achieving academically; and safe, healthy, and supported by engaged parents?

The project evaluation is designed to support and improve project implementation, document accountability for project and program investments, and contribute to the body of knowledge on developing, scaling up, and sustaining effective FSCS. Our evaluation incorporates formative and summative evaluation questions, which are aligned with the activities, outputs, or outcomes specified in the logic model (see Appendix 1).

We will conduct a three-step evaluation: developmental, formative, and summative and use multiple approaches to address these components, including a case study approach that will provide a rich description and a deep understanding of the work in a select group of schools. In addition, we use surveys, interviews, and observations to capture data on the overall implementation and success of the

project. We also include a quasi-experimental research study late in the cycle. Each of these components is described in further detail below.

DEVELOPMENTAL EVALUATION

We will analyze, summarize, and share formative data with the Prichard Committee as quickly as possible (no more than four weeks from the completion of a data collection activity, assuming there are at least five responses). Providing data promptly will help ensure findings are useful for informing continuous quality improvement. We will share formative data (e.g., webinar survey results, and focus group results) via briefs and annual reports. Any available progress data and results from the evaluation will be shared during regularly scheduled weekly calls with PC leadership.

FORMATIVE EVALUATION

Annually, we will analyze and summarize data to address project and program performance measures (i.e., measures of quality, relevance, usefulness, and cost efficiency), including progress made toward outcomes, for the project's Annual Performance Report (APR).

CASE STUDIES

A significant portion of the evaluation of the implementation of this program includes qualitative data collection and analysis. We plan to collect data largely by conducting semi-structured interviews with key stakeholders (at the school, district, and state levels) and by conducting observations of activities related to project implementation. These activities take various forms and, thus far, have included community meetings hosted by districts, convenings of the State Coaches, and Steering Committee meetings. As with other qualitative work, we expect this process to be emergent (Lareau, 2021) and we will make modifications to our research design based on the analysis of data we collect in 2024.

In addition to the interviews and observations, we plan to take a case study approach to contribute to the formative evaluation. By comparing schools with and without the intervention, we will capture the unique context of each; identify patterns or trends across all the schools; understand what, if any, variation exists within and across schools receiving or not receiving the intervention; and theory build to guide our evaluation as well as contribute to the literature more broadly (George and Bennett, 2005).

Our case study data will be drawn from observations, focus groups, interviews, and surveys (for details on these data sources, see Appendix 2).

SUMMATIVE EVALUATION, IMPACT ANALYSIS

The impact analyses will be designed in Year 1 and conducted in Years 4 and 5. There are several opportunities to compare data across sites and users. First, while each district will be treated as a case study, unique in context and approach, the data across all districts can be aggregated, and comparisons in process and results will be made when appropriate. Second, the dosage or intensity of service use also may vary across users in both intensive and general support sites. Thus, comparisons can be made between users with higher versus lower intensity of service use. Finally, we can examine if there are differences in the service use and outcomes according to demographic factors including rural versus urban location, district poverty, extant district resources such as local investments, and diversity of population (primarily race/ethnicity and gender but also potentially ableness, primarily language, percent refugees, etc.).

EVALUATOR EXPERTISE

The University of Kentucky (UK) College of Education Evaluation Center is an independent research and evaluation unit that serves as the external evaluation team for a range of federally funded projects, including projects funded by the National Science Foundation, the U.S. Department of Education, and the Health Resources and Services Administration. UKEC is guided by an Advisory Board with a faculty representative from each department in the UK College of Education. This Board monitors the integrity of interactions with project leaders and highlights areas of potential bias. The Center approaches evaluation using a “utilization-focused” framework, prioritizing the usefulness of evaluation activities for all stakeholder groups. The team includes faculty from each department in the UK College of Education. The UKEC includes faculty and staff who have taken the lead on evaluation approaches and evaluation questions. These members are:

SHANNON SAMPSON, Ph.D., is Associate Professor in Educational Policy Studies and Evaluation and Director of the UKEC and oversees the evaluation efforts. The evaluation and research team includes faculty and staff evaluators with training in qualitative and quantitative methodologies such as interviews, survey design, quasi-experimental design, and psychometrics. The team also includes advanced graduate students who have completed coursework in quantitative methods, qualitative methods, psychometrics, and program evaluation. In addition to serving as the Principal Investigator on

the project, Dr. Sampson is leading the developmental and formative evaluation work, which informs EQs 1 and 3. She is also focused on the measurement work connected to the project.

ZITSI MIRAKHUR, Ph.D., joined UK in the fall of 2020 from New York University's Research Alliance for New York City Schools. Her research focuses on understanding the ways in which to generate more equitable school experiences and outcomes for all students, particularly students of color and those from economically disadvantaged families. Trained as a demographer, Dr. Mirakhur has experience conducting mixed methods research, working on program evaluations, and in research-practice partnerships. Dr. Mirakhur is leading the case study work, which is connected to EQ 8. She is also informing the work related to EQs 5, 10, and 7.

AMANDA POTTERTON, Ph.D., is an Associate Professor in the Department of Educational Leadership Studies in the College of Education. Her research and teaching interests include the politics of school choice, educational leadership, charter schools, privatization, and public education, and the justice-related implications of these policies for students living in poverty, students with special education needs, and for students who are English language learners. Dr. Potterton's current research agenda focuses on how public-school stakeholders, including parents, students, teachers, school leaders, and other community members, interpret and experience school choice policies and practices in local settings. Prior to pursuing her Ph.D., she was a New York City Teaching Fellow and taught special education in New York City, and she was a teacher and school leader in the United Kingdom. Dr. Potterton is leading work on EQ 9, and taking part in fieldwork with other researchers, which is relevant to multiple EQs, to help gather evidence about how stakeholders are making sense of grant work occurring across the state.

JUNGMIN LEE, Ph.D., is Associate Professor in the Department of Educational Policy Studies and Evaluation. In her research, she evaluates the impact of higher education policies, programs, and practices on college enrollment, persistence, and degree attainment. Her research employs various quantitative methods, especially quasi-experimental methods including matching, difference-in-differences, and regression discontinuity. Dr. Lee is leading the impact study, which connects to EQ 11.

KELLY D. BRADLEY, Ph.D., is a distinguished academic. She holds a Ph.D. in Quantitative Research, Evaluation, and Measurement in Education from The Ohio State University. Her academic expertise is further highlighted by her undergraduate degrees in Mathematics and Sociology and Math Education from Fairmont State, coupled with an M.S. in Statistics from the University of South Carolina. At the University of Kentucky, Dr. Bradley has been instrumental as a Professor in Educational Policy Studies & Evaluation, undertaking roles of Department Chair, Program Chair, and Chair of the Faculty Council,

among others. Her extensive contributions to the field of education include numerous publications, conference presentations, and a significant amount of funded research. Dr. Bradley's career path reflects her unwavering dedication to enhancing educational policy and practice through comprehensive research, effective service, and dedicated teaching.

CAROLYN OLDHAM, Ph.D., is the Senior Evaluation Specialist at the UKEC and in her position serves as an affiliate with Kentucky's Center for Statistics, housed within the state's Education and Labor Cabinet. During Year 1, she served as the project manager for the FSCS grant and served as lead for EQs 2 and 6. Dr. Oldham has taught English and developmental learners, served in organizational quality and strategic development capacities, and directed outreach and continuing education initiatives. Her research has centered on cross-culturally responsive practice in evaluation and teaching, and mental and occupational health.

CANDICE DAVIS, M.A., is an Evaluation Specialist at the UKEC and a Ph.D. candidate in the Educational Psychology program. Her area of expertise includes quantitative and qualitative research methods, survey research, research design, and social justice research. During the first year of this project, Candice helped with the dissemination of surveys. For year two, Candice will continue the work that Sarah LaCour, Ph.D., started for EQ 4, which focuses on the extent to which equity is reflected in the design and implementation of services and resources.

RESEARCH ASSISTANTS

In this first year of the grant, the following Research Assistants contributed to the work:

ANASTACIA COLE is a Ph.D. student in the Educational Psychology program. Her prior positions as a high school English teacher and instructor for pre-service teachers have informed her research interest in the role of educators in fostering equitable learning environments for all students. She has employed qualitative and quantitative methodologies in research studies focusing on culturally responsive teaching and the COVID-19 pandemic's impact on teaching and learning.

NUREN DIHAN is a first-year Ph.D. student in Educational Policy Studies and Evaluation program. Her prior background as a communication graduate and early childhood development educator led her to explore opportunities in educational research, focusing on institutional diversity policy and equitable education. She is currently in her coursework and exploring options for both qualitative and quantitative methods of advanced educational research.

JAYLENE PATTERSON is a Ph.D. student in the Educational Psychology program and research assistant at the UKEC. She was previously a teaching assistant for undergraduate human development and research methods courses and a secondary social studies educator. She is passionately dedicated to enhancing the educational experiences of marginalized student populations, developing her measurement skills, employing sophisticated statistical methodologies to glean insights, and addressing pertinent research questions in the field of education.

CHRISTOPHER ROBERSHAW is a Ph.D. student in the Educational Policy and Evaluation program. He was previously a teacher at an international high school in Hong Kong and before that in Seoul, South Korea. In his research, he intends to use qualitative and quantitative methods to examine higher education in Asian contexts.

CONTRIBUTING FACULTY

Other faculty members who are connected to family and community engagement, school leadership, special education, civil rights, and health, serve in advisory roles as the evaluation instruments and indices are developed:

MARGARET BAUSCH, Ph.D. is the UK College of Education Associate Dean for Research and Graduate Student Success and Professor in the Department of Early Childhood, Special Education, and Counselor Education at the University of Kentucky. She is co-chair of the Publications Committee for the Technology and Media Division of CEC. She has authored publications in refereed journals and is the co-editor of the recently released book, *Apps for All Students: A Teacher's Desktop Guide*. She has 48 peer-reviewed and keynote presentations at national and international conferences. Dr. Bausch currently teaches courses in Assistive Technology (AT), AT Assessment, and Coordinating AT Programs.

MELINDA ICKES, Ph.D. is the UK College of Education Assistant Dean of Research and Professor in the Department of Kinesiology and Health Promotion. She also has a joint appointment in the College of Nursing where she serves as the Co-Director of the Tobacco Policy Research Program of the BREATHE (Bridging Research Efforts and Advocacy Toward Healthy Environments) research team. She serves as Director of the AppalTRuST Career Enhancement Core, a center focused on tobacco regulatory science. As a University of Kentucky Research Professor, Dr. Ickes has extensive experience in college and youth health promotion, including tobacco prevention, and has worked with university and community

partners to reduce the prevalence of emerging tobacco products among at-risk youth and young adults. Her research interests also go beyond tobacco control, including community-engaged research, youth empowerment, health equity in substance use prevention, and evidence-based program planning and evaluation.

MARGARET MOHR-SCHROEDER, Ph.D. is the UK College of Education Senior Associate Dean for Academic Programs and Partnerships and Professor of STEM Education. She holds a BSEd and MS in Mathematics from Pittsburg State University, and a Ph.D. in Curriculum and Instruction – Mathematics Education from Texas A&M University. She was a certified mathematics and biology teacher, and began her career as a junior high, high school, community college, and college mathematics instructor. Her research interests relate to expanding transdisciplinary STEM Education through various initiatives including creating opportunity and access for each student via informal learning environments.

KRISTEN PERRY, Ph.D. is Associate Professor of Elementary Literacy. She earned a BA in English from Carleton College in Northfield, Minnesota, and a Ph.D. in Learning, Technology & Culture, with a specialization in Literacy, from Michigan State University. Dr. Perry began her career teaching in multi-age elementary classrooms in Denver, Colorado, and also served for two years in the Peace Corps in Lesotho in southern Africa. Her research interests include literacy as a socio-cultural practice, multiple literacies, family and community literacy, and African refugee communities.

We also acknowledge the early work of colleagues who envisioned the work and were involved in early planning, but who are no longer with the University of Kentucky:

JOSEPH WADDINGTON, Ph.D., Department of Educational Policy Studies and Evaluation

SARAH LACOUR YARBOROUGH, Ph.D., Department of Educational Policy Studies and Evaluation

OTHER STAFF

KRISTIN FINLEY joined the project in January 2024, serving as the Program Coordinator for the Prichard Grant. She has over 25 years of experience working as an educator and K-12 administrator, and she received her Master's in Education from Arizona State University.

ERIN POWELL is the Program Coordinator for the Evaluation Center. Her responsibilities include financial oversight, operations, and logistics of the Center. She graduated from the University of

Kentucky with a Bachelor's in Elementary Education and received her Master's in Business Administration from Thomas More College.

EVALUATION IMPLEMENTATION

The proposed plan for the first year included the following: developing surveys, interviews, and focus group protocols. We developed and tested surveys for administration to participants. Because the implementation of this grant is designed to evolve over time, the instruments were built based on the Prichard Committee's conceptualization of the work at this early stage of the grant.

The initial months included establishing Memorandums of Agreement (MOAs) with the Beta 4 districts, and the UKEC faculty building initial instruments based on the grant proposal. The UKEC secured initial Institutional Review Board (IRB) approval. Staff were solidified with the Prichard Committee and the Evaluation Center, and the Prichard Committee built the logic model in advance of the National Community Schools and Family Engagement Conference - FY23 FSCS Awardee Pre-conference Session on June 7, 2023, in Philadelphia, PA. Dr. Sampson joined this awardee meeting and the conference. Through the summer of 2023, the Evaluation Center team held extensive meetings with the Prichard Committee to clarify thinking and define terms. The Evaluation Center team and Prichard Committee began meeting with the largest district in Kentucky, one of the four Beta districts, to discuss the additional IRB approval required in their district. Because the district's IRB required full instruments, the Evaluation Center team and Prichard chose to plan for IRB submission in this district by fall 2023.

We have built many instruments over the course of Year 1 of the grant. These instruments are described below; along with potential participants, when data will be collected, and the time commitment of each participant.

APPROACH TO DEVELOPING AND PILOTING INSTRUMENTS

As proposed, the first phase of the grant was dedicated to building instruments, which will be refined with the evolution of implementation and understanding of community schools on a state level. These instruments were built to address the evaluation questions (EQs), the Key Performance Indicators (KPIs), and Prichard's articulation of the logic model. The instruments developed in Year 1 were:

- Community Mobilization Readiness Survey
- FRYSC Advisory Council Survey
- Local Leadership Team Survey
- Quarterly Pillar & Timeline Fidelity Surveys for FRYSC Coordinators

- Quarterly Pillar & Timeline Fidelity Surveys for District Directors
- Quarterly Pillar & Timeline Fidelity Surveys for State Coaches
- Quarterly Pillar & Timeline Fidelity Surveys for Prichard Committee Central Office Staff
- Teacher Use of Community Assets Survey
- Interview Protocols
- Observation Protocols

Instruments have all been approved by IRB (Appendix 3), along with consent for each group. The instruments were built using the method outlined by Sampson et. al (2021). We engaged in conversation with the Prichard Committee, looked to the EQs that needed to be answered through surveys, and looked to the *Community Schools Playbook* (2018) to understand standards at the national level. The instruments are now built, but we anticipate revising them as learning continues.

ASSESSING THE QUALITY OF INSTRUMENTS

To assess construct validity on the surveys that include scales, we are applying the Rasch Rating Scale Model (RSM, Andrich, 1978) as data are collected. The RSM assumes that the probability of a respondent choosing a particular response category depends on the difference between the person's ability and the difficulty-to-endorse the item; it is modeled using a logistic function. It allows for the estimation of item difficulties and person abilities on a common latent trait continuum.

The formula for the Rasch Rating Scale Model is:

$$\Pr\{X_{ni} = x\} = \frac{\exp\sum_{k=0}^x(\beta_n - (\delta_i - \tau_k))}{\sum_{j=0}^m \exp\sum_{k=0}^j(\beta_n - (\delta_i - \tau_k))}$$

where δ_i is the difficulty of item i and τ_k is the k th threshold location of the rating scale, which is in common to all the items. m is the maximum score and is identical for all the items. The thresholds indicate the points on the latent trait continuum where the probability of choosing one category over another changes. The ability parameter δ_i represents the location of the person on the latent trait continuum being measured by the instrument.

The Rasch model holds certain requirements for data, and Rasch measurement software analyzes data according to these requirements. Findings allow for diagnostics of the extent to which the data fit the model as it is conceptualized. These are outlined below.

UNIDIMENSIONALITY

One expectation of the Rasch model is unidimensionality, or that a single underlying trait accounts for the variation in the responses to the items being measured. If the data are actually multi-dimensional, more than one latent trait influences the responses, thus muddying the measures produced by a Rasch analysis. However, as posited by Linacre (n.d.), "unidimensionality" is complicated and depends on the circumstances or purposes of the instrument. It is related to how broadly a construct is defined, so the conceptual definition of a construct is an important consideration in determining unidimensionality.

ITEM FIT

Rasch models require the data to fit the parameters of the model, and fit statistics show the deviation between the observed responses and the model expectations. As such, fit is an indicator of how individuals interact with the items. We focus on outfit, an unweighted, outlier-sensitive score. Because the outfit value is an average across all people, it is a mean-square statistic (MNSQ). The expected value is 1; less than 1 indicates an over-predictability of responses (overfit); greater than 1 indicates randomness or unmodeled noise (underfit) and is more problematic in terms of item functioning within the scale. Wright and Linacre (1994) recommend that a range of 0.6–1.4 is suitable for rating scale models.

When an item does not fall within that range, it is important for the researcher to determine why it does not function as expected. It may have confusing wording, be multi-barreled, be biased, or not relate well to the construct. When items do not fit, they should be reviewed for quality and possibly revised.

ITEM AND PERSON SEPARATION

Item and person separation indicates how well the set of items differentiates people along the construct (Bond & Fox, 2015). A high degree of separation implies that the Rasch model can effectively distinguish between individuals of different ability levels, providing a precise ordering of their performance. Low separation indicates that the model cannot adequately differentiate between individuals or items. More specifically, low person separation (< 0.8) with a relevant person sample implies that the instrument may not be sensitive enough to distinguish between high and low performers (Linacre, n.d.). Item separation, used to verify the item hierarchy, is typically reported.

RATING SCALE PROPERTIES

In looking at the psychometric properties of an instrument, a typical step is to review the functioning of the rating scale response options. This can be accomplished through a review of category thresholds, points where the probability of choosing one category over another shifts. Diagnostics of rating scales can reveal redundancy of options, ambiguity, and issues with the number of response categories (Linacre, 2002). Diagnostic guidelines include that the observed average measures should advance with each category, and the Andrich thresholds should advance by at least 1.4 logits, but less than 5 logits. At least 10 observations should be in each category to assess and measure stability.

ITEM AND PERSON MEASURES

When the scale is functioning well, produced measures reflect where persons and items fall along the continuum of the latent trait of interest. The measures are calculated as logits, the natural log of an odds ratio, or the relative frequency of an event occurring (i.e., a certain response on an item) versus the relative frequency of it not occurring (Ludlow & Haley, 1995). These measures are considered interval-level data, so they can be used in statistical analyses.

INSTRUMENTS AND MEASUREMENT SCALES

COMMUNITY MOBILIZATION READINESS SURVEY

The Community Mobilization Readiness Survey is distributed to people who are involved in Community Conversations.

In addition to the general approach to understanding constructs, the team drew on the following literature for the Community Mobilization Readiness Survey:

- Learning Policy Institute, the National Education Policy Center, and Research for Action (2018) *Community Schools Playbook*.
- Community Mobilization in the Health Domain- Lippman et al. (2013): Varying activities that foster bonding (within groups) or bridging (across groups) toward social cohesion; that nourish and augment existing community capacities; and build individual and collective efficacy for social action towards common goals.
- *Stages of Change Model* (Borrayo, 2007; Findholt, 2007; Plested, Edwards & Thurman, 2007). Research and practice indicate that communities are at different stages of readiness to implement community interventions and initiatives to address collective issues.

- *Theory of Planned Behavior* (Ajzen's, 1985). Theory suggests that individual behavior is determined by intentions, attitudes (beliefs about a behavior), and subjective norms (beliefs about others' attitudes toward a behavior).
- *ABLE Change Framework*. (Ajzen, 1985). This framework helps communities more effectively address complex social problems and achieve transformative community change. The ABLe Change approach engages communities in the following 8-step community problem-solving process.

The full survey is available in Appendix 3. This survey had enough responses by the writing of this report to be able to conduct a construct validity review using Rasch measurement, and to build a scale from a subset of items: the Individual Readiness for Mobilization scale. Responses from 76 persons were used to calculate the scale quality indicators.

INITIAL VALIDITY OF THE INDIVIDUAL READINESS FOR MOBILIZATION SCALE

UNIDIMENSIONALITY

The raw variance explained by the measures was 46.3%. The Eigenvalue of the unexplained variance in the first contrast was 3.67, which points to an additional construct that has the strength of about three items. This is not far outside the range. The items do point to various domains such as knowledge, excitement, and plans for action. We argue, however, that it is useful to include the various domains as all part of one construct instead of splitting this into multiple measures. An eigenvalue of 3.67 is justifiable in a loose understanding of a construct.

ITEM FIT

In the initial run, one item exhibited a high level of misfit, over 6 MNSQ. This item was "I consider collaboration and opportunities for shared leadership within schools and across communities." This item has multiple facets, which may be the reason it did not fit well. This item will be revised for clarity and concision, to be included in the next phase of data collection.

Once that item was removed, another item exhibited a slight misfit at 2.11, but it was retained: "I consider student access to expanded learning time and opportunities, such as after-school academic programs important in addressing student outcomes." This may be one to consider revising in the future.

All other items fall within the .5-1.5 range. This supports the idea that the instrument can be treated as measuring a unidimensional construct.

ITEM AND PERSON SEPARATION

The item reliability was high, at .91. The person reliability was a bit low at .76. This means the items are reliably placed along the scale, but the persons are less so. Because the persons had strong agreement across items, most were placed well above the items. To improve the reliability of personal measures, this instrument would need items that are more difficult to agree with. This may be a consideration for the team in the future.

RATING SCALE PROPERTIES

The average measure increased with the category label. The Andrich threshold acceptably increases as well. It is important to note that out of all respondents across all items, “Strongly Disagree” was only selected three times. Thus, this category may not be needed. If the precision of person placement along the construct is important, it may be useful to consider adding a response option at the upper end of the scale, for example, “slightly agree”, “moderately agree”, and “strongly agree.” However, this may not provide helpful information unless a goal is to capture precise placement along the scale.

INDIVIDUAL READINESS FOR MOBILIZATION SCALE ITEMS

The items on this scale are as follows, ranked from harder to agree with at the top, to easier to agree with at the bottom:

- I understand how the KCSI will be implemented.
- I know how to use data and resources available to inform decisions related to your district's students.
- I consider student access to expanded learning time and opportunities important in addressing student outcomes.
- I can identify data and resources available to inform decisions related to my district's students.
- I can identify resources in my community that would be interested in collaborating to support student outcomes.
- I understand how the implementation of the KCSI will lead to improved student outcomes.

- I can identify partnerships in my community that currently advance student outcomes.
- I understand the mission of the Kentucky Community Schools Initiative.
- I agree that barriers to the academic achievement of students in my community put our local economy at risk.
- I consider out-of-school support important in addressing student outcomes.
- I can identify ways I can support the implementation of the KCSI in my district.
- I agree there are several obstacles to Kentucky students' academic success which must be addressed.
- I consider family and community engagement important in addressing student outcomes.
- I believe that I am responsible for supporting the academic success and well-being of students in my community.
- I am excited about playing a role in the academic success and well-being of students in my community.
- I agree student outcomes should be addressed by actively engaging with the local community.
- I intend to support the implementation of the KCSI in my district.

Thus, the more questions respondents agree with, especially those toward the top of the list, the higher their measure of individual readiness for mobilization measure.

QUARTERLY PILLAR & TIMELINE FIDELITY SURVEYS: PRICHARD COMMITTEE CENTRAL OFFICE, STATE COACHES, DISTRICT DIRECTORS, & FRYSC COORDINATORS

In the development of instruments to assess the fidelity of implementation, the team drew upon the following literature:

- Dusenbury, L., Brannigan, R., Falco, M., & Hansen, W. B. (2003). A review of research on fidelity of implementation: Implications for drug abuse prevention in school settings. *Health Education Research Theory and Practice*, 18, 237–256.
- Hall, G. E., & Loucks, S. F. (1977). A developmental model for determining whether the treatment is actually implemented. *American Educational Research Journal*, 14, 263–276.
- Learning Policy Institute, the National Education Policy Center, and Research for Action (2018) *Community Schools Playbook*.
- Loucks, S., Newlove, B., & Hall, G. (1975). *Measuring Levels of Use of the Innovation: A manual for trainers, interviewers, and raters*. Austin Research and Development Center for Teacher Education, The University of Texas.

- Loucks, S. F. (1983, April). *Defining fidelity: A cross-study analysis*. [Paper session]. American Educational Research Association Annual Meeting, Montreal, Quebec, Canada.
- Oakes, J., Germain, E., & Maier, A. (2023). *Outcomes and indicators for community schools: A guide for implementers and evaluators*. Community Schools Forward Project Series. Learning Policy Institute. <https://learningpolicyinstitute.org/project/community-schools-forward>
- O’Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K–12 curriculum intervention research. *Review of Educational Research*, 78(1), 33–84. <https://doi.org/10.3102/0034654307313793>

Many of the same questions are included on the quarterly surveys to the Prichard Committee Central Office, State Coaches, and Districts but on the District Director and FRYSC Coordinator surveys, they are asked to indicate whether they provided each type of assistance, to give an example, and to rate their perception of how helpful it was to their schools. These speak to the usefulness of services and resources in the implementation of each pillar. District Director and FRYSC Coordinator data are aggregated at the State Coach level to protect respondent anonymity while also ensuring continuous quality improvement. These 16 surveys will be disseminated at the end of March, June, September, and December via Qualtrics beginning in Year 2. These surveys are available in Appendix 3.

Of note, a biannual Steering Committee survey was drafted but is now being revised per the overarching and cycle goals disseminated at its end-of-October meeting. These two surveys will be administered in June and December, respectively, via Qualtrics beginning in Year 2.

FRYSC ADVISORY COUNCIL & LOCAL LEADERSHIP TEAM SURVEYS

Central to the implementation and sustainability of community schools is the engagement of all sectors of the school community in the co-construction of a shared vision and shared ownership of student outcomes (Learning Policy Institute, the National Education Policy Center, and Research for Action, 2018; Maeir et al., 2017; Oakes et al., 2023). The FRYSC Advisory Council Survey and accompanying Local Leadership Survey were designed to assess the readiness of school and district leadership to share ownership of student outcomes with the FRYSC Coordinator, community members, family members, and those serving on the FRYSC Advisory Council. The two surveys were also designed to assess whether shared leadership outcomes were built into staff development programs and the utility of resources offered by KCSI.

The FRYSC Advisory Council Survey is disseminated to those on the FRYSC Advisory Council, excluding students. The FRYSC Coordinator disseminates the survey to those on their council. The Local Leadership Team Survey is disseminated to principals and assistant principals and forwarded by the aforementioned to others they identify as being part of the leadership team. These surveys are administered annually, after the FRYSC Advisory and Local Leadership Team meetings held during Stage 1.

In both conceptualizing and operationalizing shared ownership and shared leadership, we consulted the following literature:

- Brussow, J.A. (2013). *Shared leadership measure*. Center for Research on Learning, University of Kansas, Lawrence, KS. Copyright 2013 by the Center for Research on Learning, University of Kansas.
- Burnicki, A. (1996). *Shared leadership: defining and building a collaborative culture for reform with principals and teachers* [Dissertation, University of Michigan, Ann Arbor].
- Foster-Fishman, P. G., & Watson, E. R. (2012). The ABLe change framework: A conceptual and methodological tool for promoting systems change. *American Journal of Community Psychology*, 49(3-4), 503–516. <https://doi.org/10.1007/s10464-011-9454-x>
- Hairon, S., & Goh, J. W. (2014). Pursuing the elusive construct of distributed leadership: Is the search over? *Educational Management Administration & Leadership*, 43(5), 693–718. <https://doi.org/10.1177/1741143214535745>
- University of Michigan Regents (2000-2001). *School Leader Questionnaire*. Ann Arbor.

The surveys are available in Appendix 3.

TEACHER USE OF COMMUNITY ASSETS SURVEY

In the development of a survey to measure teachers' use of community assets, the team drew upon the following literature:

- Bandura, A., & National Inst of Mental Health. (1986). *Social foundations of thought and action: A social cognitive theory*. Prentice-Hall, Inc.
- Learning Policy Institute, the National Education Policy Center, and Research for Action (2018) *Community Schools Playbook*.
- Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). *Community schools as an effective school improvement strategy: A review of the evidence*. Palo Alto, CA: Learning Policy Institute.

- Oakes, J., Germain, E., & Maier, A. (2023). *Outcomes and indicators for community schools: A guide for implementers and evaluators*. Community Schools Forward Project Series. Learning Policy Institute. <https://learningpolicyinstitute.org/project/community-schools-forward>

In addition to measuring teachers' use of community assets, the survey also aims to gauge teachers' understanding of the initiative and the four pillars of community schools, their perceptions of classroom- and school-level changes (as a result of their school's participation in the initiative), and their descriptions of coordination with other participants to access community assets to enhance their students' outcomes.

The survey will be disseminated annually each spring by treatment school principals through 2027. Teachers will receive a link to complete the survey on Qualtrics. Teachers who choose to take the survey can also complete a Teachers' Raffle and Demographics Information Survey to enter a raffle among teachers at their school for the chance to win \$100. Note that the instrument will likely be updated as we learn more about teachers' work and outcomes in the initiative.

INTERVIEW PROTOCOLS

The interview protocols were developed with the intent to gather initial data in Spring 2024 which will help the Evaluation team develop a more refined approach to answer EQs 5, 7, 8, 9, and 10 in the upcoming year. From the interviews, we aim to gain insights into participants' understandings and perceptions of the KCSI and their role in its implementation. The interview protocols were developed through conversations with the Prichard team and attendance at initiative convenings. Development of the prompts was also guided by the *Community Schools Playbook* (2018).

Interviews will be conducted in person or via Zoom with participants, who we have understood to operate across the intervention at three levels: participants at the school and community level (i.e., families, school staff, and community members), at the district level (i.e., District Directors), and at the state level (i.e., State Coaches, State Steering Committee members, Prichard Committee staff). Upon completion of each interview, interviewers will complete a Reflective Memo to reflect on the interview process, including their interpretation of the interview and the usefulness of the protocol. These insights will be used to refine the protocols as data collection continues.

The interview protocols have been approved by IRB. The protocols have been and will continue to be updated as learning continues.

- *Family and Community Members Interview Protocol*
- *School and District Members Interview Protocol*
- *State Coaches Interview Protocol*
- *State Steering Committee Interview Protocol*
- *Prichard Committee Interview Protocol*
- *Reflective Memo Guiding Questions*

OBSERVATION PROTOCOLS

As with the interview protocols, the observation protocol was developed to gather insights about pillar implementation and systems change through observing participants engaging in KCSI activities, meetings, and events. These insights will inform our refined approach to EQs 5, 7, 8, 9, and 10 in the upcoming year. The protocol was developed as we learned about the initiative’s goals and activities through conversations with the Prichard Committee and attendance at convenings early in the initiative. We also used the *Community Schools Playbook* (2018) to develop our understanding of sustainable and scaled-up practices and what the four pillars of community schools may look like in action.

The observation protocol will be used to observe participants at events across the intervention at two levels: events at the school and community level (e.g., FRYSC Advisory meetings, community-wide meetings) and initiative-wide events (e.g., Prichard Central Office facilitated events such as trainings, learning exchanges, and kickoff events). The first section of the protocol will be used by observers to note event details such as meeting date and location; attendees and their roles; documents, materials, or other artifacts used or created in the meeting; meeting purpose; general meeting notes; and questions that came up for the data collector. The latter section of the observation protocol asks observers to reflect on their observation of the event by annotating their general meeting notes from the first section to highlight discussions and activities from the event that inform EQs 5, 7, 9 and 10.

The observation protocol has been approved by IRB. Note that the protocol will likely be updated as learning continues.

DATA COLLECTION OVERVIEW AND TIMING

The following tables display data collection activities.

Table 1.*Data Collection Methods*

Data Collection	Potential Participants	When Data are to be Collected	Time Commitment
Community Mobilization Readiness Survey	Staff, community members and parents who attend a community-wide meeting. District Directors generate invite list with FRYSC Coordinator.	After KCSI Community-wide meetings through December 2027.	10 minutes per year
FRYSC Advisory Council Survey	Staff, community members and parents who serve on FRYSC Advisory Council (minus District Director and Local Leadership Team).	After KCSI Stage 1 FRYSC Advisory Council meetings through December 2027.	10 minutes per year
Local Leadership Team Survey	Staff who serve on Local Leadership Team (as identified by school principals, excluding FRYSC Coordinator and District Director)	After KCSI Stage 1 Local Leadership Team meetings through December 2027.	10 minutes per year
Quarterly Pillar & Timeline FRYSC Coordinator Surveys	FRYSC/FSCS Coordinator	March, June, September, and December through December 2027.	60 minutes per year (15 minutes per survey)
Quarterly Pillar & Timeline District Director Surveys	District Directors	March, June, September, and December through December 2027.	60 minutes per year (15 minutes per survey)
Quarterly Pillar & Timeline State Coach Surveys	KCSI State Coaches	March, June, September, and through December 2027.	60 minutes per year (15 minutes per survey)
Quarterly Pillar & Timeline Prichard Committee Central Office	Those Prichard Committee Central Office staff involved in KCSI implementation	March, June, September, and through December 2027.	60 minutes per year (15 minutes per survey)
Biannual Pillar & Timeline State Steering Committee	KCSI State Steering Committee Members	June and December through 2027.	30 minutes per year (15 minutes per survey)
Teacher Use of Community Assets Surveys	Teachers, as disseminated by school principal.	Annually in the spring through 2027. A \$100 gift card will be awarded to one teacher per school for participation.	10 minutes per year

		Respondent contact information will be submitted via a linked survey at the end of the Teacher Use Survey.	
Interviews	Staff, community members and parents who attend a KCSI Community-wide meeting; Staff, community members and parents who serve on FRYSC Advisory Council; Those who serve on school's Local Leadership Team. <i>Participants will be interviewed only once.</i>	January – April 2024 via Zoom or face-to-face after a community-wide, FRYSC Advisory Council or Local Leadership Team meeting, to be scheduled via District Director in coordination with evaluators and participants.	1 hour
Meeting Observations	Staff, community members and parents who attend a KCSI Community-wide meeting; Staff, community members and parents who serve on FRYSC Advisory Council; Those who serve on the Local Leadership Team. <i>Participants may be observed more than once if they attend more than one of the aforementioned meetings.</i>	Annually	Equivalent to length of meeting observed
Prichard Central Office's KCSI Events	Local Leadership Team, District Director and FRYSC Coordinator participation at Prichard trainings or other events in person or via Zoom.	Annually	Equivalent to length of activity observed

Notes: 1) Should individuals identify as being in more than one “potential participant group”, they will be asked to sign the consent form that involves the most evaluation activities and will be asked to complete surveys only once; 2) Additional items addressing equity will be added to all instruments.

Table 2.

Data Collection by Participant Group - Community Members

Participant Group	Methods of Data Collection	When Data is to be Collected	Time Commitment
Community members who participate in a Community-wide meeting OR on FRYSC Advisory Council	Interview either in-person or via Zoom.	January-March 2024	1 hour
Community members who participate in Community-wide meetings	Observation of community-wide meeting.	KCSI Stage 1 (Jan.-March) community-wide meetings through December 2027.	Equivalent to length of activity observed
	Completion of Community Mobilization Readiness (CMR) Survey.	Post-KCSI Stage 1 (Jan.-March) community-wide meetings through December 2027.	10 minutes per year, 40 minutes total
	Total Time commitment for this group through 2027 if they participate in an interview/complete CMR surveys:		<u>1hour 40 minutes</u>
Community members who participate on a FRYSC Advisory Council	Observation of FRYSC Advisory Council meeting.	KCSI Stage 1 (Jan.-March) community-wide meetings through December 2027.	Equivalent to length of activity observed
	Completion of FRYSC Advisory Council Survey.	After KCSI Stage 1 (Jan.-March) FRYSC Advisory Council meetings through December 2027.	10 minutes per year, 40 minutes total
	Total Time commitment for this group through 2027 if they participate in an interview/complete all FRYSC Advisory Council surveys:		<u>1hour 40 minutes</u>
Community members who participate in ALL above-listed activities	Total Time commitment for this group through 2027:		<u>2 hours 20 minutes</u>

CONSENT PROCESS: UKEC will forward via the PC to District Directors the RedCap consent form. District Directors will forward to 1) individuals who are on the Community-wide meeting invite list prior to the community meeting; and 2) individuals who serve on the FRYSC Advisory Council prior to the council meeting.

Table 3.

Data Collection by Participant Group- Parents and Family Members

Participant Group	Methods of Data Collection	When Data is to be Collected	Time Commitment
Family members who participate in Community-wide meetings OR on FRYSC Advisory Council	Interview either in-person or via Zoom.	January-March 2024	1 hour
Family members who participate in Community-wide meetings	Observation of community-wide meeting.	KCSI Stage 1 (Jan.-March) Community-wide meetings through December 2027.	Equivalent to length of activity observed.
	Completion of Community Mobilization Readiness (CMR) Survey.	Post-KCSI Stage 1 (Jan.-March) community-wide meetings through December 2027.	10 minutes per year, 40 minutes total
	Total Time commitment for this group through 2027 if they participate in an interview/complete all CMR surveys:		<u>1 hour 40 minutes</u>
Parents	Parent Surveys	Parents will be invited to provide feedback after any KCSI-sponsored event that includes parents. Surveys will be translated into appropriate languages.	10-15 minutes per survey
Family members who participate on a FRYSC Advisory Council	Observation of FRYSC Advisory Council meeting.	KCSI Stage 1 (Jan.-March) FRYSC Advisory Council meetings through 2027.	Equivalent to length of activity observed
	Completion of FRYSC Advisory Council Survey.	Post-KCSI Stage 1 (Jan.-March) FRYSC Advisory Council meetings through December 2027.	10 minutes per year, 40 minutes total
	Total Time commitment for this group through 2027 if they participate in an interview/complete all FRYSC Advisory Council surveys:		<u>1 hours 40 minutes</u>
Family members who participate in ALL above-listed activities	Total Time commitment for this group through 2027:		<u>2 hours 20 minutes</u>

CONSENT PROCESS: UKEC will forward to District Directors via the PC the RedCap consent form. District Directors will forward to 1) individuals who are on the Community-wide meeting invite list prior to the community meeting; and 2) individuals who serve on the FRYSC Advisory Council and are not 1) part of the Local Leadership Team; 2) a teacher or 3) a FRYSC Coordinator. For parents, provide consent before they take any survey; consent will be provided in appropriate languages.

Table 4.

Data Collection by Participant Group- Principals, Asst. Principals and Other School Leadership

Participant Group	Methods of Data Collection	When Data is to be Collected	Time Commitment
<i>Principals, Asst. Directors and Other School Leadership who participate on a Local Leadership Team (LLT)</i>	Interview either in-person or via Zoom.	January-March 2024	1 hour
	Observation of LLT meeting.	KCSI Stage 1 (Jan.-March) LLT meeting through 2027.	Equivalent to length of activity observed
	Observation of participation in a Prichard Central Office-facilitated training or event.	January 2024-December 2027 in person or via Zoom.	Duration of meeting
	Completion of Local Leadership Team Survey.	Post-KCSI Stage 1 (Jan-March) LLT meetings through December 2027.	10 minutes per year, 40 minutes total
	<i>Total Time commitment for this group through 2027 if they participate in an interview/complete all surveys:</i>		<u>1 hour 40 minutes</u>
<i>Principals, Asst. Directors and Other School Leadership who participate in Community-wide meetings</i>	Observation of community-wide meeting.	KCSI Stage 1 (Jan.-March) community-wide meetings through December 2027.	Equivalent to length of activity observed
	Completion of Community Mobilization Readiness Survey.	Post-KCSI Stage 1 (Jan.-March) meetings through December 2027.	10 minutes per year, 40 minutes total
	<i>Total Time commitment for this group through 2027 if they participate in an interview/complete all surveys:</i>		<u>1 hour 40 minutes</u>
<i>Principals, Asst. Directors and Other School Leadership who participate on a FRYSC Advisory Council</i>	Observation of FRYSC Advisory Council meeting.	KCSI Stage 1 (Jan.-March) FRYSC Advisory Council meetings through 2027.	Equivalent to length of activity observed.
	<i>Total Time commitment for this group through 2027 if they participate in an interview:</i>		<u>1 hour</u>
<i>Principals, Asst. Directors and Other School Leadership who participate in ALL above-listed activities</i>	<i>Total Time commitment for this group through 2027:</i>		<u>2 hours 20 minutes</u>
CONSENT PROCESS: UKEC will forward to the PC the RedCap consent form. The PC will disseminate to Principals and Assistant Principals. Principals will be asked to forward the consent form to individuals they identify as a part of their Local Leadership Team.			

Table 5.

Data Collection by Participant Group- Teachers

Participant Group	Methods of Data Collection	When Data is to be Collected	Time Commitment
All Teachers	Teacher Use of Community Assets Survey	Spring annually through 2027. Principals will disseminate the link to teachers. The goal sample size is 30% of teachers at each school, or at least 13 teachers at each school.	10 minutes per year, 40 minutes total
Teachers who participate in Community-wide meetings OR on FRYSC Advisory Council	Interview either in-person or via Zoom.	January-March 2024	1 hour
Teachers who participate in Community-wide meetings	Observation of community-wide meeting.	KCSI Stage 1 (Jan.-March) community-wide meetings through December 2027.	Equivalent to length of meeting observed
	Completion of Community Mobilization Readiness (CMR) Survey.	Post-KCSI Stage 1 (Jan.-March) community-wide meetings through December 2027.	10 minutes per year, 40 minutes total
	Total Time commitment for this group through 2027: if they participate in an interview/complete all CMR surveys and Teacher Use Survey:		<u>3 hours 20 minutes</u>
Teachers who participate on a FRYSC Advisory Council	Observation of FRYSC Advisory Council meeting.	KCSI Stage 1 (Jan.-March) FRYSC Advisory Council meetings through 2027.	Equivalent to length of activity observed
	Completion of FRYSC Advisory Council Survey.	Post-KCSI Stage 1 (Jan.-March) FRYSC Advisory Council meetings through December 2027.	10 minutes per year, 40 minutes total
	Total Time commitment for this group through 2027 if they participate in an interview/complete all FRYSC Advisory Council and Teacher Use surveys:		<u>2 hours 20 minutes</u>
Teachers who participate in ALL above-listed activities	Total Time commitment for this group through 2027:		<u>3 hours</u>
CONSENT PROCESS: UKEC will forward to District Directors via the PC the RedCap consent form. District Directors will disseminate to teachers participating on FRYSC Advisory Council or those attending a Community-wide meeting. To consent teacher participation in the Teacher Use of Community Assets Survey, District Directors will forward the RedCap consent form to principals for dissemination to their teachers.			

Table 6.

Data Collection by Participant Group- FRYSC Coordinator

Participant Group	Methods of Data Collection	When Data is to be Collected	Time Commitment	
FRYSC Coordinator	FRYSC Coordinator Quarterly Pillar & Timeline Surveys	March/June/September/December through 2027.	15 minutes per survey, 4 hours total	
	Interview either in-person or via Zoom.	Annually	1 hour per interview, 4 hours total	
	Observation at Prichard Central Office facilitated events, such as the KCSI Kick-Off and trainings. These events may be online or in-person.	Through 2027	Equivalent to length of activities observed	
	Observation of Community-wide meeting.	KCSI Stage 1 (Jan.-March) community-wide meetings through December 2027.	Equivalent to length of activity observed	
	Completion of Community Mobilization Readiness Survey.	Post-KCSI Stage 1 (Jan.-March) community-wide meetings through December 2027.	10 minutes per year, 40 minutes total	
	Observation of FRYSC Advisory Council meeting.	KCSI Stage 1 (Jan.-March) FRYSC Advisory Council meetings through 2027.	Equivalent to length of activity observed	
	Completion of FRYSC Advisory Council Survey.	Post-KCSI Stage 1 (Jan.-March) FRYSC Advisory Council meetings through December 2027.	10 minutes per year, 40 minutes total	
	Total Time commitment for FRYSC Coordinators through 2027:			<u>9 hours 20 minutes</u>
	CONSENT PROCESS: UKEC will forward to District Directors via the PC the RedCap consent form. District Directors will then disseminate to FRYSC Coordinators.			

Table 7.

Data Collection- District Director

Participant Group	Methods of Data Collection	When Data is to be Collected	Time Commitment
<i>District Director</i>	District Director Quarterly Pillar & Timeline Surveys	March/June/September/December through 2027.	15 minutes per survey, 4 hours total
	Interview either in-person or via Zoom.	Annually	1 hour per interview, 4 hours total
	Observation at Prichard Central Office facilitated events, such as the KCSI Kick-Off and trainings. These events may be online or in-person.	Through 2027.	Equivalent to length of activities observed
	Observation of Community-wide meeting.	KCSI Stage 1 (Jan.-March) community-wide meetings through December 2027.	Equivalent to length of activity observed
	Completion of Community Mobilization Readiness Survey.	Post-KCSI Stage 1 (Jan.-March) community-wide meetings through December 2027.	10 minutes per year, 40 minutes total
	Observation of each of school’s FRYSC Advisory Council meeting.	KCSI Stage 1 (Jan.-March) FRYSC Advisory Council meetings through 2027.	Equivalent to length of activity observed
	<i>Total Time commitment for District Directors through 2027:</i>		
CONSENT PROCESS: UKEC will forward the RedCap consent form to the PC for dissemination to District Directors.			

Table 8.

Data Collection- Other School Staff

Participant Group	Methods of Data Collection	When Data is to be Collected	Time Commitment
<i>Other (not aforementioned) Staff who participate who participate in Community-wide meetings OR on FRYSC Advisory Council</i>	Interview either in-person or via Zoom.	January-March 2024	1 hour
<i>Other Staff who participate in a Community-wide meeting</i>	Observation of Community-wide meeting.	KCSI Stage 1 (Jan.-March) Community-wide meetings through December 2027.	Equivalent to length of meeting observed
	Completion of Community Mobilization Readiness (CMR) Survey.	Post-KCSI Stage 1 (Jan.-March) community-wide meetings through December 2027.	10 minutes per year, 40 minutes total
	<i>Total Time commitment for this group through 2027 if they participate in an interview/complete all CMR surveys:</i>		<u>1 hours 40 minutes</u>
<i>Other Staff who participate on a FRYSC Advisory Council</i>	Observation of FRYSC Advisory Council meeting.	KCSI Stage 1 (Jan.-March) FRYSC Advisory Council meetings through 2027.	Equivalent to length of activity observed
	Completion of FRYSC Advisory Council Survey.	Post-KCSI Stage 1 (Jan.-March) FRYSC Advisory Council meetings through December 2027.	10 minutes per year, 40 minutes total
	<i>Total Time commitment for this group through 2027 if they participate in an interview/complete all FRYSC Advisory Council surveys:</i>		<u>1 hours 40 minutes</u>
<i>Other Staff who participate in ALL above-listed activities</i>	<i>Total Time commitment for this group through 2027:</i>		<u>2 hours 20 minutes</u>

CONSENT PROCESS: UKEC will forward via the PC and then District Directors the RedCap consent form. District Directors will then disseminate to Other Staff members who are on community-wide invite list and are not 1) part of the Local Leadership Team; 2) a teacher or 3) a FRYSC Coordinator.

Table 9.

Data Collection- Students

Participant Group	Methods of Data Collection	When Data is to be Collected	Time Commitment
Students	Observation of FRYSC Advisory Council meeting.	KCSI Stage 1 (Jan.-March) FRYSC Advisory Council meetings through 2027.	Equivalent to length of activity observed
	Total Time commitment for this group through 2027:		<u>0 minutes</u>
CONSENT PROCESS: UKEC will forward via the PC and then District Directors the RedCap consent form. District Directors will disseminate to parents of FRYSC Advisory Council participating students.			

Table 10.

Data Collection- State Coaches

Participant Group	Methods of Data Collection	When Data is to be Collected	Time Commitment
State Coaches	Observation	Year-round at KCSI events and trainings.	Equivalent to length of activity observed
	Interviews	Annually	1 hour per interview, 4 hours total
	State Coaches Quarterly Pillar & Timeline Surveys	March/June/September/December through 2027.	15 minutes per survey, 4 hours total
Total Time commitment for this group through 2027:			8 hours
CONSENT PROCESS: UKEC will forward via the PC to State Coaches the RedCap consent form.			

Table 11.

Data Collection- Prichard Central Office

Participant Group	Methods of Data Collection	When Data is to be Collected	Time Commitment
<i>The Prichard Committee Central Office Staff on KCSI</i>	Observation	Year-round at KCSI events and trainings.	Equivalent to length of activity observed
	Interviews	Annually	1 hour per interview, 4 hours total
	Prichard Committee Central Office Quarterly Pillar & Timeline Surveys	March/June/September/December through 2027.	15 minutes per survey, 4 hours total
	<i>Total Time commitment for this group through 2027:</i>		8 hours
CONSENT PROCESS: UKEC will forward the RedCap consent form to those the PC Central Office staff identified by PC Evaluation & Research Director.			

Table 12.

Data Collection- State Steering Committee Members

Participant Group	Methods of Data Collection	When Data is to be Collected	Time Commitment
State Steering Committee Members	Observation	Year-round at State Steering Committee meetings.	Equivalent to length of activity observed
	Interviews	Annually	1 hour per interview, 4 hours total
	State Steering Committee Member Biannual Pillar & Timeline Surveys	June and December through 2027.	15 minutes per survey, 2 hours total
	Total Time commitment for this group through 2027:		6 hours
CONSENT PROCESS: UKEC will forward the RedCap consent form to the PC for dissemination to State Steering Committee Members.			

QUALITATIVE DATA COLLECTION PROGRESS

In this first year, the evaluation team engaged in sense-making and activities that will inform the qualitative work for the upcoming grant year. This mainly consisted of clarifying terms and objectives outlined in the EQs and designing a systematic approach that allows the evaluation team to 1) gain an initial understanding of the KCSI work that is happening in schools and communities, 2) gain insight into participants' understandings of their role and work around the four pillars, and 3) operationalize key practices and processes around the four pillars. Activities included: 1) creating and refining interview and observation protocols that were shaped by developing understanding of EQs 5, 7, 8, 9, and 10; 2) processes related to obtaining approval from IRB; and 3) the selection of five treatment districts, which may or may not be selected as districts for the case study, to focus data collection efforts in Spring 2024 (see figures below). Once data collection begins, Evaluation team members will convene regularly to debrief and discuss findings. Special attention will be paid to what participants reveal about the “systems” that work well in pillar, and overall community school implementation. Findings from Spring 2024 will lead to a more refined case study design in the upcoming cycles of the grant.

To honor the notion that “one community school is one community school,” we selected five focal districts to focus on Spring 2024 data collection efforts that maximize variation along key dimensions of region, urbanicity, district size, student demographics, and school needs. Figures 3 and 4 illustrate some of the key characteristics of the selected five focal districts and their treatment schools.

Figure 3.

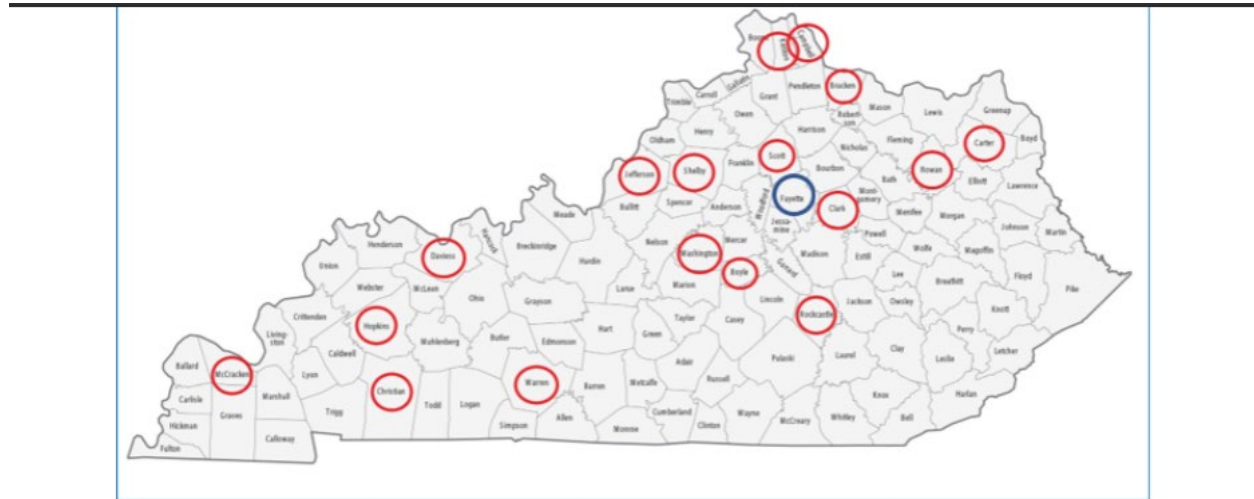
The Five Focal Districts and their Key Characteristics for Selection

District Name	School Name	SCHOOL Locale Classification	Total Schools in District	Grades	Student Demographics									Student Assessment	
					Total #	Race			Economically Disadvantaged	Chronically Absent	English Learner	Homeless	State Assessment (Proficient/Distinguished)		
						African American	Hispanic or Latino	White (non-Hispanic)					Reading	Math	
Fayette County Public Schools	Northern Elementary School	City	73	PreK-5th	502	32.47%	39.24%	21.51%	80.08%	34.8%	41.24%	3.59%	35%	28%	
	Millcreek Elementary School	City		PreK-5th	657	38.05%	15.07%	34.09%	77.02%	32.5%	17.35%	3.65%	31%	26%	
Owensboro Independent	Foust Elementary School	City	11	K - 5th	481	18.71%	16.42%	44.28%	91.68%	23.1%	18.09%	6.03%	45%	46%	
	Owensboro Middle School	City		6th - 8th	881	13.28%	14.87%	54.82%	75.03%	34.7%	5.45%	2.61%	35%	32%	
Covington Independent Public Schools	Holmes High School	Suburb	11	9th-12th	1002	24.05%	29.94%	35.33%	88.32%	35.5%	19.46%	19.06%	18%	9%	
	Holmes Middle School	Suburb		6th-8th	712	29.35%	22.89%	35.67%	96.07%	25.6%	12.78%	16.29%	30%	19%	
Carter County Schools	Prichard Elementary School	Rural	12	PreK-5th	668	0.60%	3.74%	93.41%	67.37%	30.3%	2.25%	3.59%	49%	38%	
	Olive Hill Elementary	Rural		PreK-5th	415	0.48%	1.45%	97.83%	65.78%	25.3%	0.00%	3.61%	53%	41%	
Washington County Schools	North Washington Elementary School	Rural	6	PreK - 5th	576	0.69%	3.99%	91.67%	67.01%	16.3%	0.69%	5.90%	41%	33%	
		Rural		6th-8th									60%	66%	
	Washington County Elementary School	Rural		PreK - 5th	493	9.33%	14.60%	63.69%	71.20%	18.3%	8.72%	3.85%	41%	46%	

Note. Only the three most frequently reported student racial groups at each school are listed here for clarity.

Figure 4.

Map of Kentucky Counties with Circled Participating KCSI Districts



Mileage from Lexington to:									
260	McCracken	162	Warren	72	Jefferson	80	Kenton	65	Rowan
196	Hopkins	55	Washington	55	Shelby	85	Campbell	92	Carter
209	Christian	37	Boyle	22	Scott	61	Bracken		Fayette
175	Davies	55	Rockcastle	27	Clark				

Note. This map was created by a UKEC team member and was used to ensure that a focal district was selected from each region.

DEVELOPMENTAL EVALUATION PROGRESS

The first year was dedicated to meaning-making, and survey development based on developing an understanding of the outcomes and hypothesized “levers” that are likely to facilitate outcomes. With some districts being slow to fill the MOA, barriers to the IRB review in the district that requires its own, frequent updates to the surveys based on stakeholder feedback which required modification reviews with IRB, and securing consent; only one round of data was collected. These data were used to assess the quality of the surveys, to explore the possibility of building scales using the survey items, and to provide early feedback to the Prichard Committee. The purpose of the development evaluation is to help shape how implementation should look and determine what measures relate to the outcomes

(“What measures matter?”). The Prichard Committee is also seeking feedback on building a continuous improvement cycle - what are the measures that should be included when looking at community schools?

FORMATIVE EVALUATION PROGRESS

Similar to the developmental evaluation, the first year of the project was dedicated to developing surveys, qualitative data collection protocols, key performance indicators (KPIs), and initiative program implementation. The formative feedback will be provided at less frequent cycles, to refine and improve overall project implementation. The formative evaluation will also report KPIs that reflect shorter- and longer-term project and population results, including student outcomes. At the start of Year 2, the local KPIs were still being finalized.

SUMMATIVE EVALUATION PROGRESS

The first year of the project was dedicated to designing the impact analyses, identifying comparison groups, checking data availability, and developing the MOU with KY Stats. Most impact analyses will focus on administrative data that are either publicly available (e.g., KY DOE school-level aggregated health data) or collected by KY Stats (student-level data) or FRYSC (e.g., service use). We submitted the MOU with KY Stats for the student-level data use, which is currently under review. We also met with the FRYSC data administrator and checked the data availability. In Year 4, we will present descriptive data showing the progress of FSCS schools in student, teacher, and school outcomes. In Year 5, we will provide the summative evaluation results that will compare the outcomes between FSCS schools and comparison schools before and after the implementation of FSCS.

The following findings reflect data collected in Year 1, from January 2023 to December 2023.

EQ 1: WHAT COMMUNITY NEEDS, PREFERENCES, AND CHALLENGES HAD TO BE ADDRESSED TO ENSURE PROJECT IMPLEMENTATION AND SUCCESS?

APPROACH

This EQ is being answered through a summary of results from developmental feedback to Prichard, gathered through iterative surveys of various stakeholder groups. This includes feedback questions (needs, challenges, preferences) from the Community Conversations survey, and will include feedback from the Local Leadership Team surveys, FRYSC Advisory Council surveys, surveys distributed after KCSI-sponsored events, and input from the qualitative team as they observe community meetings.

We provided data to Prichard in November 2023 and presented a measurement talk at the Kentucky Community Schools Initiative State Convening on December 7 and 8, 2023. In midfall, we began building dashboards to easily display findings to various stakeholder groups, such as the Prichard Committee, the Steering Committee, and the DFRYSCs. We also began building scales on 1) community readiness for mobilization, 2) perceived community ownership of student outcomes, and 3) individual ownership of student outcomes.

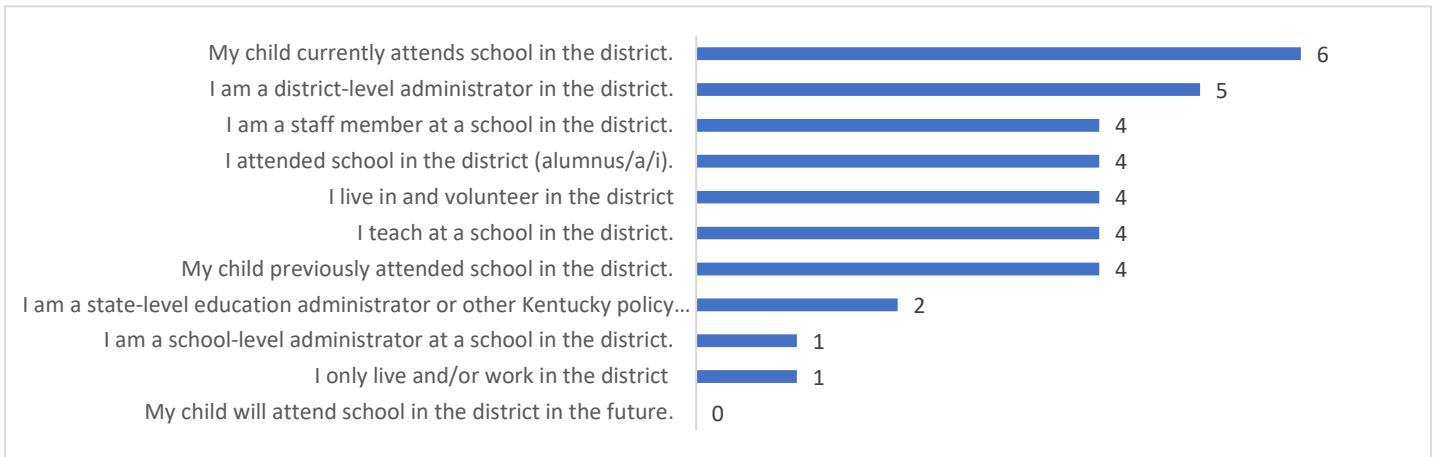
FINDINGS

COMMUNITY CONVERSATIONS SURVEY FINDINGS

Prior to December 31, 2023, only the Community Conversations Survey had been distributed to three of the four Beta districts. The fourth district did not allow data to be collected because their internal IRB was not approved at the time of the community conversation. Figure 6 below shows the breakdown of respondents' relationships with the district. Respondents could select more than one answer. Most respondents were parents of a child in the district, or an administrator.

Figure 5.

Relationship to the District

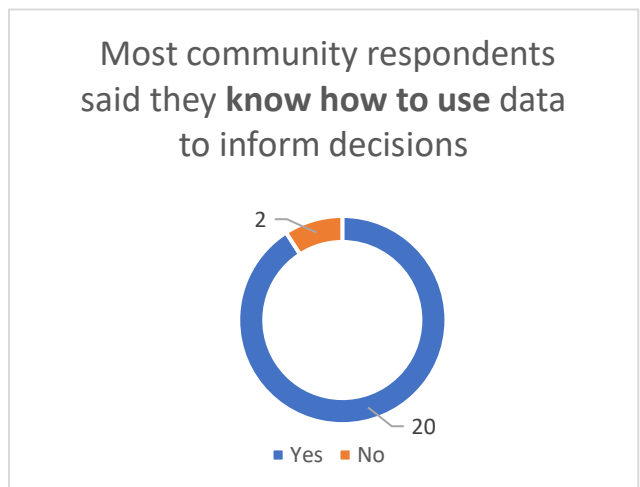


COMMUNITY NEEDS

The Community Conversations Survey included an open-ended question on what respondents would like to know about the KCSI or the conversation they attended. The respondents stated that they would like to know more about reviewing the data and would like to understand more about the roles of people in the KCSI project. Despite the request for further information about data, respondents expressed a level of confidence related to data (See Figure 6.)

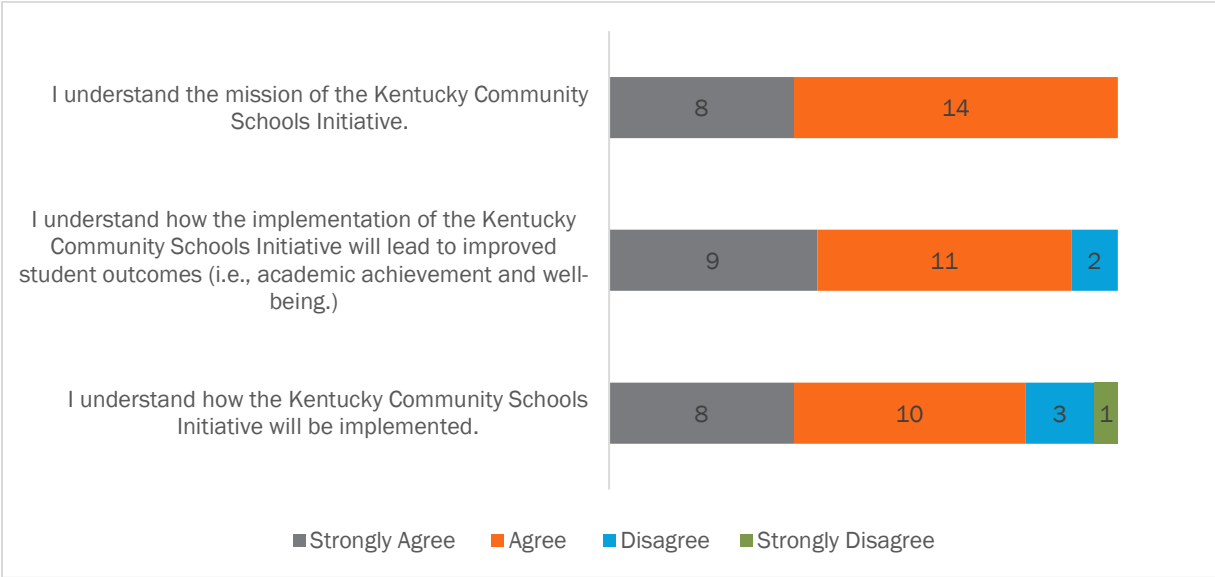
Figure 6.

Respondents’ Thoughts about Identifying Data and Resources, and Data Literacy



These respondents seem to have a good understanding of the community schools model and that it will lead to desired outcomes, but there is less understanding about how it will be implemented (see Figure 7).

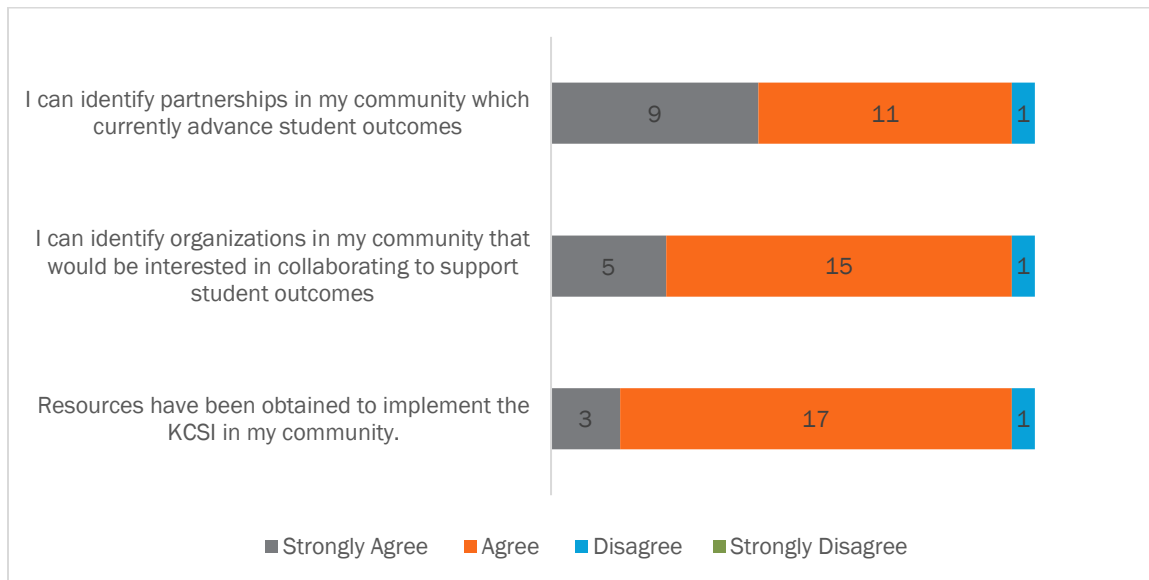
Figure 7.
Community Respondents' Knowledge about the Community Schools Model



Similarly, the respondents from the Beta 4 group report they can identify partnerships and organizations that might be interested in collaborating toward student outcomes; they have less strong agreement that resources have been obtained to implement the KCSI in their community.

Figure 8.

Community Respondents' Ability to Identify Partnerships



COMMUNITY PREFERENCES

Community preferences likely relate more to the ways the community wants to receive or implement an initiative like this. Feedback from the Community Conversations Survey, however, does speak to the way the community intends to get involved in the KCSI. The respondents communicated a willingness to step up to lead in the effort and gave ideas on how they might do this. For example, responses include:

I intend on being a connector to resources in our community. I am intimately involved with many resources in my community and plan to use my knowledge to bring the right people to the table while also offering myself as a volunteer when it comes to Substance Use Disorders and proactive anti-drug use efforts.

I will be the lead in connecting community leaders/resources to the schools and developing our district into a community schools district.

I don't have a big title or role in my community but I know that word of mouth is everything. I plan to get people in my community excited with the ideas and plans of the community schools initiative just by

invites to different events and promoting on social media platforms.

My vision would be that support starts with our preschool students. With a stable foundational education it will be easier to assist students in overcoming life challenges as they arise. Bringing importance back to success by 6 will change the lives of so many people and I hope this committee takes that task and truly pushes forward for our smallest scholars.

I hope that all of the school leadership involved will support and assist with the implementation of the grant and not overload FRYSC coordinators with all the tasks involved so that FSCS can be successful.

Open-ended feedback about what else the respondents would like Prichard to know about the KCSI also spoke to community preferences.

I would like our district level leaders to be more educated on the role of FSCS director and value what we do.

I hope that all of the school leadership involved will support and assist with the implementation of the grant and not overload FRYSC coordinators with all the tasks involved so that FSCS can be successful. State-level education administrator or other Kentucky policy maker.

I thought the point made that there is no single description of a Community School was key - some will clearly excel and be in a position to share some best practices, while I believe this will be extremely difficult for others- lives and/or works in the district but has no other relationship with the schools.

COMMUNITY CHALLENGES

The community respondents did not share many challenges in their open-ended feedback, although one did communicate the amount of collaboration needed to make this happen:

Moving "leaders" from a general concern to action will take strong collaboration for community leaders to make this a community priority and be a part of the solution – State-level education administrator or other Kentucky policy maker

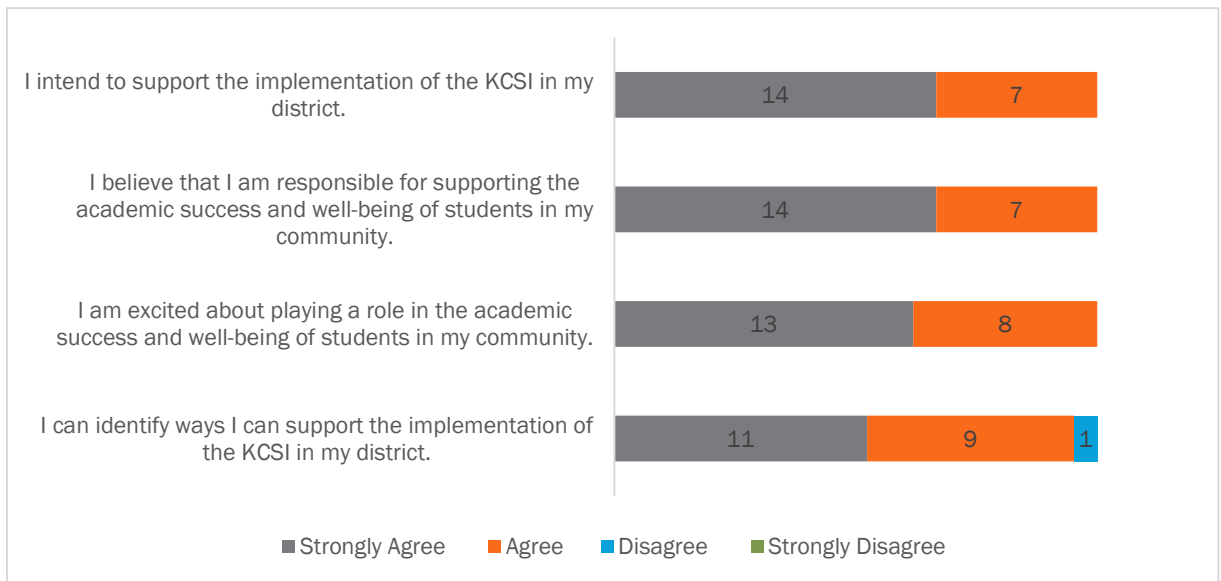
Many survey questions implied challenges. For example, on the following set of questions about community attitudes, disagreement with these statements likely suggests challenges that communities

might need to overcome for the KCSI to be successful. Helping people understand how the initiative will lead to improved outcomes can be easily addressed with education and results; helping a community prioritize or take ownership of student outcomes is more challenging.

Similarly, Figure 9 below displays intentions and motivations of community members related to students. The individuals who responded plan to support the work, believe they are responsible for student outcomes, and are excited about engaging with students in the community. Granted, these are individuals who made the effort to attend a community conversation *and* respond to the survey, so this is not likely a reflection of the collective perception for the full community.

Figure 9.

Communities’ Perceived Role in Advancing Student Outcomes and Supporting the KCSI



READINESS FOR MOBILIZATION

The individual readiness for mobilization was calculated from the set of related questions, as noted in the instrumentation section. Interval-level measures were calculated, so the measures can be used in mathematical calculations. It is important to note that the participants had very strong agreement on most items of the scale. Thus, they are all very high on this set of items. While there are average

differences by group, all groups are quite high on the construct. It is also important to note that the qualitative research team will be conducting observations and interviews to deepen understanding and contextualize survey results such as these.

Figure 10 displays the range of measures for respondents who are members of each group. Note that the groups are not mutually exclusive. Respondents have one role (n=14), two roles (n=4), three roles (n=1), and four roles (n=2). The average readiness is approximately the same, no matter the number of roles.

Figure 10.

Individual Readiness for Mobilization (According to number of roles)

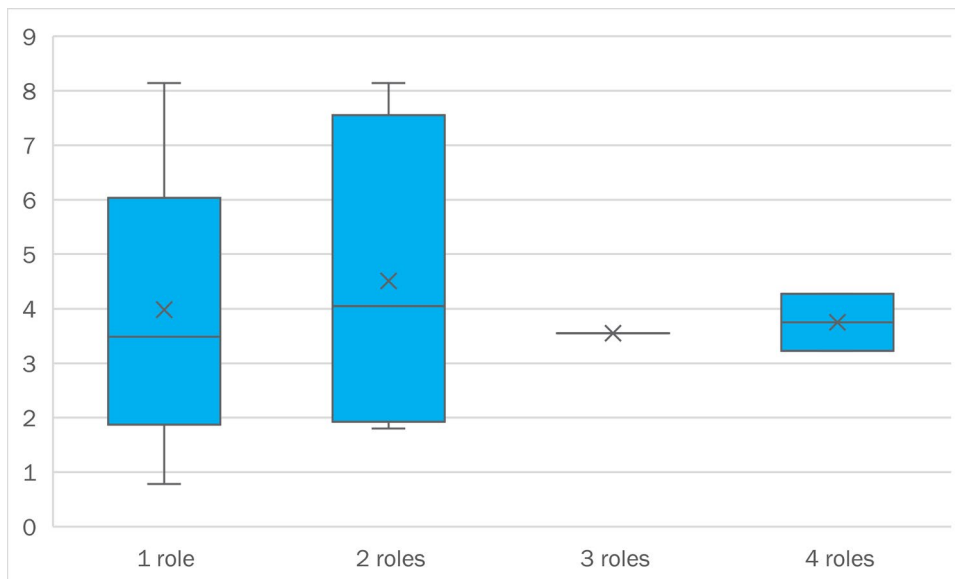


Figure 11 shows the individual readiness for mobilization by role. The district administrators (n=4) have the highest average measure. Teachers (n=4) and no relationship to schools in the district (n=1) have the lowest average measure. Parents of current students (n=6) show the most variability. The numbers in these groups are very minimal, so these figures should be interpreted with caution.

Figure 11.

Individual Readiness for Mobilization by Role

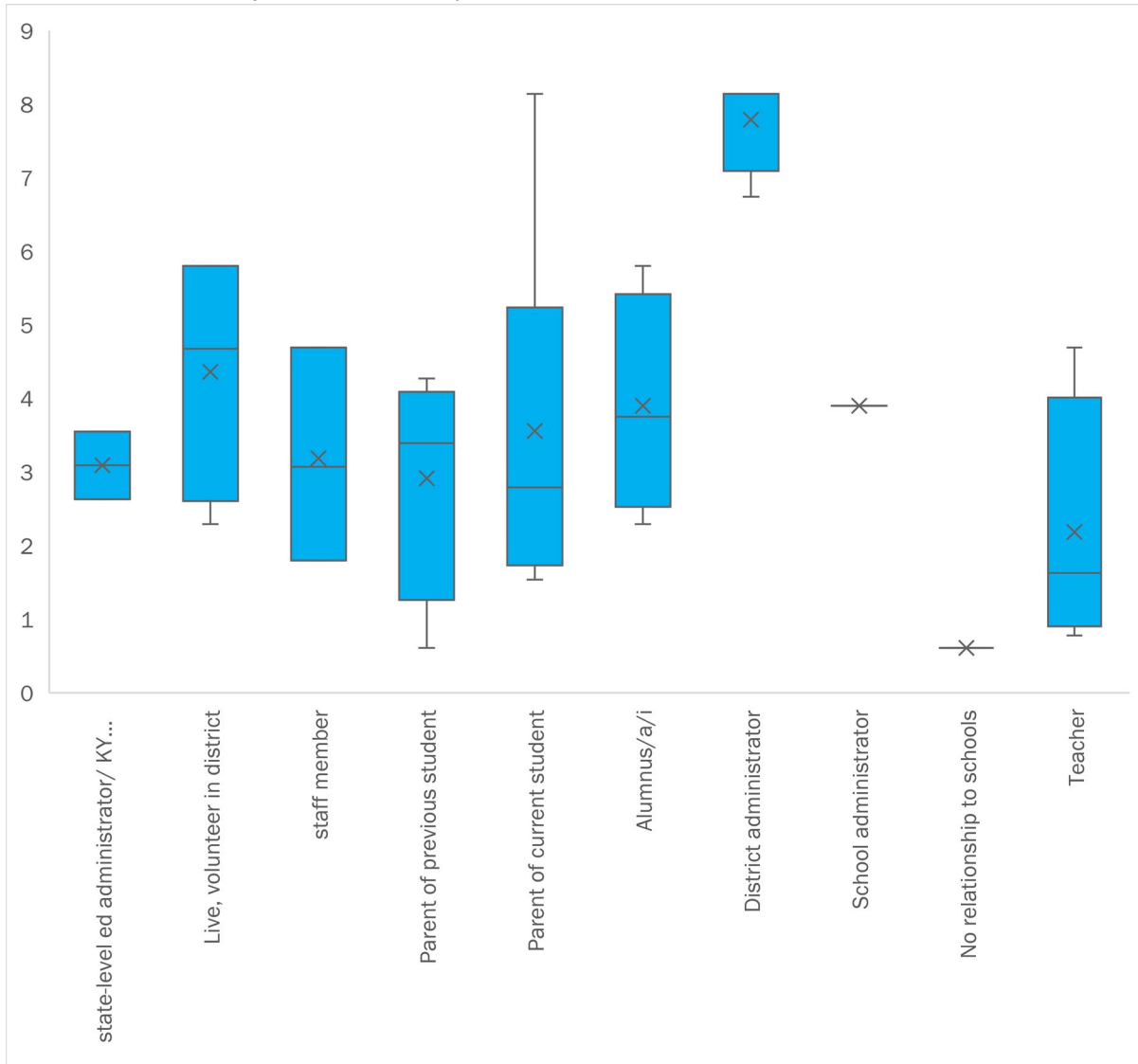
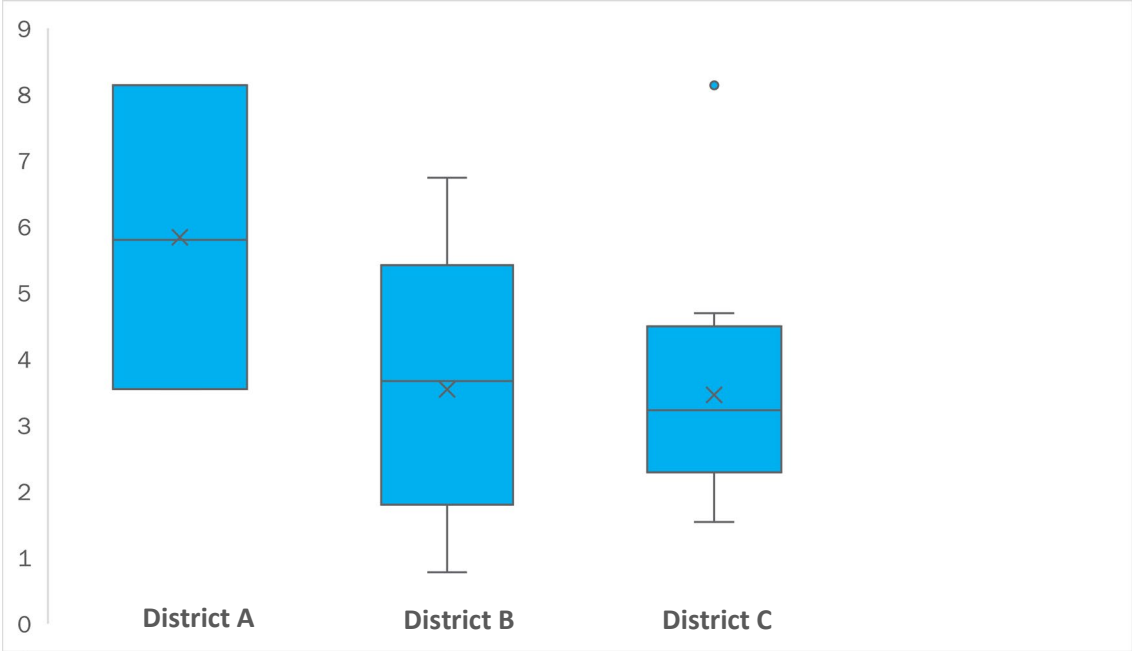


Figure 12 displays the mobilization readiness of the three districts in Beta 4. The fourth district will be added when they complete their MOA and IRB. Again, the numbers are small, but District A (n=7) has a higher average of individual readiness than District B (n=11) and District C (n=12).

Figure 12.

Individual Readiness for Mobilization (by district)



REFLECTIONS AND RECOMMENDATIONS

Community members who attended meetings and responded to the survey displayed an eagerness to engage actively in the KCSI initiative and expressed a willingness to lead and contribute. Community members, primarily parents and administrators, also exhibit perceived confidence in identifying data and resources related to KCSI. However, there is a nuanced gap in understanding the implementation process and how KCSI will translate to student outcomes, indicating an area for targeted communication and education. Because of the limited response frame, these perceptions may not represent the collective sentiment of entire communities. Furthermore, the absence of data from one of the Beta 4 districts due to their internal IRB delay poses a challenge.

Items related to individual readiness for mobilization in the KCSI work show high agreement across participant groups, suggesting a generally positive attitude towards mobilization. Some variability existed in the level of readiness when reviewed by role. This may be due to the amount of training

certain groups, like school administrators, have already received through the grant. Thus, we recommend developing targeted communication strategies to enhance community understanding of KCSI implementation and roles and responsibilities. We also encourage the PC to leverage the expressed willingness of community members to actively contribute. Creating forums for continuous dialogue, such as the KCSI Learning Exchanges, clarifying roles, and fostering a sense of community ownership will be important to keep the community engaged.

We encourage the PC to explicitly communicate how they value and use feedback from individuals through surveys and to remind them of this as they disseminate surveys to participants. Hopefully, this will help increase response rate, and deepen the qualitative feedback provided.

Surveys are now in development that invite feedback from attendees at KCSI sponsored and related events. Similarly, as the qualitative evaluation team observes meetings, they will attend to areas that may reflect community needs, preferences, and challenges.

EQ2: TO WHAT EXTENT WAS THE PROJECT IMPLEMENTED WITH FIDELITY TO PROJECT DESIGN, TIMELINE, AND EVIDENCE-BASED PRACTICES?

APPROACH

In our examination of fidelity of implementation, evaluators framed “fidelity” as both a determination of how well an intervention is implemented in comparison with the original program design (Mihalic, 2002; cf. Berman & McLaughlin, 1976; Biglan & Taylor, 2000; Freeman, 1977; Fullan, 2001; Hord, Rutherford, Huling-Austin, & Hall, 1987; Lipsey, 1999; National Research Council [NRC], 2004; Patton, 1978; Scheirer & Rezmovic, 1983; U.S. Department of Education, 2006) and “the extent to which the user’s current practice match[es] the . . . ‘ideal’” (Loucks, 1983, p. 4).

To examine fidelity of KCSI technical assistance implementation in comparison to the original program design, we employed the Prichard Committee team’s “Community Schools Meeting Timeline” for its Beta 4 districts along with Stages 1-2 goals and accompanying implementation rubrics informed by *The Community Schools Playbook* (2018). These documents were paired with the grant application’s Exhibit G Workplan to examine the fidelity of implementation in Year 1. The following Year 1 activities were listed: 1) appoint staff and provide trainings; 2) establish state steering committee; 3) develop partner LEA plans; 4) conduct a FRYSC evaluation; 5) conduct a four-pillar needs assessment; and 6) collect data.

FINDINGS

STAFF APPOINTMENTS AND TRAININGS

During Year 1, job descriptions were established for new KCSI positions. State coaches were hired in lieu of one Technical Assistance Coordinator to serve as training coordinators across the state.

Table 13.

Staff Appointments

Staff Appointed	Position	% funded by FSCS grant
Back, Misty	Marketing & Communication Manager	50%
Baldwin, Todd	VP & Director, Center for Best Practice and Innovation	90%
Callan, Michael	Director of Policy Research	50%
Daniel, Courtney	Director of Communications and External Affairs	75%
Givens, Jamie	Grants & Finance Associate	100%
Gratz, Rina	Director of Early Childhood and Primary Education Policy and Practice	50%
LaChance, Kirsten	Brand and Content Strategist	25%
Malik, Khatirah	Community Schools State Coach	100%
Marcum, Travis	Sr. Director of Kentucky Community Schools	100%
McKeehan, Andrea	Community Schools State Coach	100%
McKenzie, Grace	Director of Family Friendly Schools	50%
Moses, Stacie	Community Schools State Coach	100%
Pike-Goff, Andrea	Community Schools State Coach	100%
Robershaw, Sze Man	Sr. Director of Evaluation and Research	100%
Seals, Keric	Community Schools State Coach	100%
Stephens, Delaney	Director of Policy; Meaningful Diplomas	50%

Seventeen out of 20 District Directors were hired in November and December 2023; non-pilot District Directors were hired ahead of schedule. During Year 1, the PC decided to move from a coaching model to a technical assistance model by which the PC will provide tools and resources for dissemination to state coaches. To support KCSI staff, a Stages 1 and 2 Community Schools handbook was created, a District Director Handbook, and the development of the Groundswell Pillar Toolbox resource will begin in Quarter 1 2024. KCSI 2023 trainings included:

Table 14.

Trainings Held During 2023

Date	Training	Audience
August-September, 2023	Introductory Onboarding	All Coaches
August-December, 2023	Weekly Check-ins	All Coaches
September 18-19, 2023	KCSI Internal Onboarding	All Coaches, PC Staff
September-October, 2023	Intro to Family Friendly Schools	All Coaches
September 27-29, 2023	Prichard Committee Annual Meeting and Retreat	All Coaches, PC Staff
October 1, 2023	Clear Impact RBA Webinar Series	All Coaches
October 2-4, 2023	Commonwealth Institute for Parent Leadership Training	All Coaches
October 26, 2023	KCSI District Webinar #1	District Attendees
November 8, 2023	KCSI District Webinar #2	District Attendees
November 8-10, 2023	FRYSC Fall Institute	KCSI FRYSC Coordinators
November 20, 2023	State Coach Learning Exchange	All Coaches, Other PC Staff
December 7-8, 2023	KCSI State Networking Event	All Coaches, KCSI Partners, PC Staff

CREATION OF STATE STEERING COMMITTEE (SSC)

During Year 1, a cross-sector SSC composed of 29 individuals was created. While the goal of the submitted workplan was to gather the steering committee multiple times during Year 1, its first and sole meeting of 2023 occurred on October 23 at which overarching and cycle-level goals for the committee were disseminated. Work 1 goals of forming ad hoc workgroups, engaging in landscape analysis, or presenting recommendations for Years 2-5 were not met.

DEVELOPMENT OF PARTNER LOCAL EDUCATION AGENCY (LEA) PLANS

Beta 4 districts were selected in December 2022 based on existing relationships with the Prichard Committee, strong leadership with which to implement the FSCS model, and diverse school representation. A revised rubric with which to select the remaining 16 districts was presented and approved by the steering committee in October 2023. Rubric domains included: 1) leadership’s readiness to embrace CS as a transformative model; 2) proof of district and schools’ current collaborative and innovative culture across the 4-pillars of community schools; 3) FRYSC readiness and strength; 4) PC partnership score. Additional considerations were a full-time FRYSC at each school; diversity of age groups and demographics among the entire cohort of schools; and school district size and location. Schools were notified later that month of acceptance and onboarded beginning in December 2023, one full year ahead of the workplan schedule.

Table 15.

Selected Districts and Schools

District	School 1	School 2
Bracken County	Taylor Elementary School	Bracken County Middle School
Carter County	Prichard Elementary School	Olive Hill Elementary
Christian	Freedom Elementary School	Christian County
Clark County Public Schools	Reverend Henry E. Baker Intermediate School	William G. Conkwright Elementary School
Covington Independent Public Schools*	Holmes High School	Holmes Middle School
Danville Independent Schools	Toliver Intermediate	Danville High School
<i>Daviess County</i>	Burns Elementary School	Burns Middle School
Dayton Independent Schools	Lincoln Elementary School	Dayton High School
Fayette County Public Schools	Northern Elementary School	Millcreek Elementary School
Hopkins County Schools	Madisonville North Hopkins High School	Browning Springs Middle School
<i>Jefferson County*</i>	McFerran Elementary School	Academy and Shawnee
McCracken County Public Schools	Reidland Elementary School	McCracken County High School
<i>Owensboro Independent</i>	Foust Elementary	Owensboro Middle School
Paducah Independent	Morgan Elementary	Tilghman High School
Rockcastle County Schools	Rockcastle County Middle School	Rockcastle County High School
<i>Rowan County</i>	Clearfield Elementary	Rowan County Senior High School
Scott County Board of Education	Southern Elementary School	Garth Elementary School
Shelby County	Simpson Elementary School	Shelby County School
Warren County Public Schools	Jennings Creek Elementary	Moss Middle School
Washington*	North Washington Elementary School	Washington County Elementary School

Note. Beta 4 Districts are italicized.

*Denotes revised MOA not received as of December 31, 2023

During Year 1, the PC defined the SSC and LEA and school roles, responsibilities, and partnerships. The PC obtained initial MOUs for the Beta 4 districts and subsequently created and garnered revised MOUs for 17 out of the 20 districts. The Beta 4 schools submitted school action and budget plans and were provided feedback by the Prichard Committee in Year 1.

PC facilitated Stage 1 (Start a System for Community Schools) and Stage 2 (Broaden Community Engagement) of the *Community Schools Playbook* (2018) among the four Beta districts during Year 1. The following milestones were achieved at the district level over the course of community-wide, FRYSC Advisory Council, local leadership team, and combined meetings: innovators and potential partners were convened; an assessment of FSCS readiness was conducted, driven by SWOT analysis; a rationale for community schools was compiled; the broader community was engaged in the KCSI initiative and conversations regarding shared ownership of student outcomes; a shared vision and purpose-driven by both dreams of convened partners and data was developed; and data-driven district action plans, budgets and results-based logic models were developed.

The inability to garner a revised MOA from Jefferson County served as an obstacle to securing an IRB from the district. This meant that no evaluation activities could occur in that district during Year 1.

FRYSC EVALUATION

While the PC did not develop a programmatic evaluation plan in full, a survey was drafted to examine FRYSC coordinators' opinions regarding data collection and usage. The PC is in the process of applying for IRB approval from the Cabinet for Health and Family Services to begin survey administration. The PC anticipates commencing the state FRYSC evaluation in May 2024 with a completion goal of December 2024.

FACILITATION OF FOUR PILLARS NEEDS ASSESSMENT

In the Fall of 2023, the PC began working with Compass Evaluation to engage in this assessment. Preliminary work has involved performing a coding analysis of the Children's Funding Project's dataset of available funding streams geared toward providing support for Kentucky youth from birth to 24 years

old. Compass Evaluation cross-walked these funding streams with the FSCS pillars and pipelines and will present findings in Quarter 1 2024.

DATA COLLECTION

Although the PC facilitated preliminary conversations regarding data collected by FRYSC Coordinators and housed by the Kentucky Longitudinal Data System, identification of data needs for the development of KCSI data dashboards did not occur in Year 1, and neither did the initiation of a steering committee data reporting workgroup.

REFLECTIONS AND RECOMMENDATIONS

We congratulate Prichard for selecting and onboarding 16 new districts ahead of schedule. We also acknowledge Prichard's agility and ingenuity in responding to changes to the work plan based on contextual factors, best practices, and research, as well as stakeholder voice and needs. As work plans shift for these reasons, we ask that you readily inform us as changes impact particular EQs related to fidelity of implementation. Additionally, as work plans are further clarified and detailed beyond that which was proposed in the grant, please share these with us at the onset of each new year, if possible, or quarter, at the least. For example, technical assistance provided to advance the Results-Based Accountability (RBA) framework should be integrated into subsequent work plans.

While the PC moved away from coaching to a technical assistance model in Year 1, we wonder whether the PC might incorporate some of the former to address relationship-building, meeting facilitation, and communication skills integral for such a groundswell effort.

We also continue to underscore the importance of each district's involvement in data collection processes to inform continuous improvement and, if not more importantly, to meet federal data reporting requirements. Issues serving as obstacles to acquiring district IRBs and MOAs should be addressed in Quarter 1 of 2024.

While the delay in the development of KCSI data dashboards may be due in part to the Department of Education's late 2023 dissemination of guidance on key performance indicators, we highly recommend that conversations promptly begin regarding roles and responsibilities for this project and whether they are in line with partners' operational infrastructure and mission.

During Cycle 2, we will administer Quarterly Pillar and Timeline Fidelity Surveys for the Prichard Committee Central Office, State Coaches, District Directors, and FRYSC Coordinators. These instruments are aligned with *The Community Schools Playbook*. The Biannual Pillar and Timeline Fidelity Surveys for the State Steering Committee were drafted in Year 1 and are being revised to include SCC cycle goals articulated near the end of Year 1. These data will be employed to “the extent to which the user’s current practice matche[s] the . . . ‘ideal’” (Loucks, 1983, p. 4), and determination of how well an intervention is implemented in comparison with the original program design. We anticipate amending the fidelity of implementation surveys from Year 2 to Year 3 as forms of technical assistance, along with aligned objectives and outcomes, are articulated.

EQ 3: TO WHAT EXTENT WERE RESOURCES AND SERVICES REPORTED TO BE HIGH QUALITY, RELEVANT, AND USEFUL?

APPROACH

To answer this EQ, we began by meeting with the Prichard Committee to understand the meaning of “resources and services”. Members of the Evaluation Team also attended the September 18 and 19 Community Schools Onboarding session for the District Directors for the Beta 4 districts, and the December 8 and 9 Community Schools Onboarding for all districts. These conversations and convenings helped the evaluation team build an understanding of the parameters of the intervention.

A question we have worked to understand is the parameters of intervention. Specifically, “resources and services” for *whom*? The intervention is multi-leveled. The State Coaches, for example, are both participants receiving “resources and services”, and they are serving as a “resource and service” to District Directors. Similarly, District Directors receive coaching and resources and then provide services and resources to districts. This first year, the “resources and services” have been understood at the highest level: the Technical Assistance that the Prichard Committee is providing to coaches and districts.

At the end of Year 1, the “resources and services” were still being developed, so this question will be better answered throughout Year 2 and beyond. The question will be answered through a summary of results from developmental feedback to Prichard, gathered through iterative surveys of various stakeholder groups. This includes feedback questions regarding the quality, relevance, and usefulness related to services. As shared with the coaches at the November 20, 2023, State Coach Learning Exchange, the Prichard Committee wants to know, “Are the grant’s tools creating the right conversations?”

Over 5 years, there will be an ongoing process of identifying and addressing glitches. The message shared to coaches at the November 20, 2023, learning exchange was that this work is an ongoing process. “We are co-creating this as we go. We’re not supposed to have this all figured out yet.” FRYSCs and schools might be expecting a packaged program with instructions on how to do things, but this is not the design of the work. Prichard messaged the importance of emphasizing that this is a work in progress.

The descriptions of “resources and services” below reflect observations from the UKEC team.

FINDINGS

WHAT ARE “RESOURCES”?

As with most EQs, the early months of the grant were dedicated to defining terms and understanding the framing of the work, including “resources.” The KCSI currently provides many resources, including but not limited to:

STATE COMMUNITY SCHOOLS STATE COACHES

The description of the State Coaches is drawn from our observation of the State Coach Learning Exchange on November 20, 2023. The following information was shared with the State Coaches:

The State Coach’s role is to help schools not lose the vision of community schools. They should guide thinking through posing questions. What will it [community school] look like? Who’s already working in this space? Coaches push districts to articulate their larger vision by asking questions. When a State Coach noted that coaches were outsiders and needed feedback on the kinds of questions they could ask to guide districts, they were told by the Prichard Committee that this is the importance of communication and relationship building. They are to have conversations to understand what’s going on in the district. Then, they can start asking questions that guide schools toward a clear and concrete vision/program plan. Throughout the KCSI initiative, Prichard wants to know, “Are the grant’s tools creating the right conversations?” State Coaches will help identify glitches in the process and tools. The State Coaches were also told that articulating, emphasizing, and returning to a shared vision is crucial to fostering a positive feedback loop between communities and schools. They are to encourage shared ownership around an issue. They are to help build on a vision and facilitate conversations to

move visions forward. They were to identify clear roles for themselves and their partners at this point and find a measurable way to ensure the engagement of omitted populations. In addition, the State Coaches were told they would help local systems normalize the short cycles of continuous improvement.

The 5 State Coaches assist the 20 District Directors.

DISTRICT DIRECTORS

The District Directors build the capacity of school-level teams and connect efforts to current district-level initiatives and goals. The District Directors are responsible for filling out a District Director report. This report will be initially used for tracking grant progress, but the hope is that it becomes a tool for District Directors to apply skills in data literacy that they will be learning throughout the grant cycle. What they learn as they review their report should inform the way they support districts.

DISTRICT DIRECTOR HANDBOOK

The District Director handbook is being created now, to support the work of the District Directors.

DISTRICT DIRECTOR REPORT

The District Director report will be initially used for tracking grant progress and will be aligned to the Key Performance Indicators and Locally Developed Indicators, but the hope is that it becomes a tool for District Directors to apply skills in data literacy that they will be learning throughout the grant cycle.

STATE STEERING COMMITTEE

The Steering Committee will support the coordination of state services and help strengthen policy through continuous improvement for long-term sustainability. Every quarter, the steering committee receives a report, and then the steering committee work groups convene to make changes to improve conditions at the ground level. They guide the implementation, evaluation, and collaborative leadership across state systems.

The hope is to influence state policy with quality data and successful implementation of the four pillars. The state steering committee will provide guidance and oversight of all project activities, run ad hoc workgroups, receive and respond to reports, and finalize the strategic system assessment. Members

might engage in specific project tasks such as data analysis, policy analysis, stakeholder feedback sessions, the cataloging of best practices, and feasibility assessments.

“WHAT WORKS” RESOURCES

IEL provides resources (guides, tools, banks of information) for best practices related to community schools. The Prichard Committee also intends to build a resource bank for what works in the Kentucky context as the project continues. In the early stages, two resources Prichard planned to build were:

1. "Building a Groundswell: How to host Community Conversations"- Toolkit for first 3 meetings from invite lists to follow-up surveys
2. "How to make sense of complicated data"- Toolkit for taking conversations, surveys, and student outcome data and doing something with it

KCSI SCHOOL ACTION PLAN TEMPLATE AND GUIDE

The Prichard Committee developed a template to use for the KCSI School Action Plan cycles that align with the pillars. This template is the Results-Based Accountability form. District Directors lead the continuous improvement cycles, which they document on the Results-Based Accountability form. Data for this form are drawn from the FRYSC needs assessment data sheet, which includes data collected during community and school site meetings, along with data from other sources such as school report card data. To build the FRYSC needs assessment data sheet, the District Directors meet with the FRYSC and the principal. Between the first and the second combined meeting, the District Directors prepare a draft of the Results-Based Accountability document for presentation, managing and guiding school personnel to figure out the strategies and identify appropriate partners.

This is verbiage from the school action plan guide developed by the Prichard Committee:

Figure 13.*School Action Plan Guide***School Action Plan Guide**

The School Action Plan is built around the Prichard Committee KCSI theory of action as follows:

If community school teams analyze their local 4-pillar asset map, the attendance, behavior, and course/academic performance data provided by the Prichard Committee, and the FRYSC Needs Assessment Data Sheet, and if they

- highlight bright spots and areas of concern to
- identify pillar-based locally set indicators/performance measures (referencing examples provided by Prichard Committee) leading to the
- identification, implementation, and measurement of pillar-based strategies, then....

the 4-pillars of community schools will be strengthened creating conditions so students

- are physically, mentally, socially and emotionally healthy;
- are equipped to transition and succeed in their chosen pathway;
- live and learn in stable and supportive environments;
- experience robust partnerships between school, family and community; and
- succeed academically and elementary students enter Kindergarten ready to learn;

thus, improving student attendance, behavior, and course/academic performance.

Follow the guidelines below when completing the KCSI School-Site Action Plans.

1. Population and Desired Results

The **population** will be "all students" of participating school. The **desired results** are listed on the action plan and typically align with community and school dreams for students/families, schools, and communities. How will we know if we are reaching our desired results? Attendance, Behavior, and Course/Academic Performance Data will improve.

2. What is the Story Behind the Curve?

- o During a local leadership team meeting (or other), the District Director, FRYSC, Principal, and a Community Representative will review the desired results as shown in section 1 and discuss how these results encompass the dreams for students/families, schools, and the community from the first community and school-site meetings.
- o Next, the Local Leadership Team will analyze the Attendance, Behavior, and Course/Academic Performance data provided by the Prichard Committee; the FRYSC Needs Assessment Data Sheet; the 4-pillar asset map; and other data in order to highlight trends and next steps to share during a Combined Community School Team Meeting. Questions to be answered on the action plan in section 2, include:

FUNDS

Each district receives a maximum of \$300,000 per year, and there is no rollover from one year to the next. The maximum is \$150,000 for the District Director and additional funds are reallocated to program budgets. Schools receive \$75,000 as a program budget. From the state-level convening, Prichard communicated that the hope is that decisions around programming and staffing are based on what makes sense; they don't want people to spend money just to reach their school budgets.

Districts were provided with a budget form and instructions on how to fill it out.

Figure 14.

Budget Form and Instructions

Kentucky Community Schools Initiative Budget Instructions Please read instructions before completing. A sample budget is also included to reference. Community Schools Annual Program Budget Request Form: Program year 1 _____ - June 30th, 2025	
Total Requested for 2 schools	Total amount of remaining District budget and total direct costs
Date of Completion/Request for Funds	Date Submitted
District Name	Enter school district name
District Director Signature and Initials	District Director's signature and initials
District Chief Financial Officer Signature and Initials	District Chief Financial Officer's signature and initials
School 1 Name	Enter school name
School 1 Principal signature and initials	Enter Principal's signature and initials
School 1 FRYSC coordinator signature and initials	Enter FRYSC Coordinator's signature and initials
School 2 Name	Enter school name
School 2 Principal signature and initials	Enter Principal's signature and initials
School 2 FRYSC coordinator signature and initials	Enter FRYSC Coordinator's signature and initials
We have included a copy of both school program plans	Yes-- No--

WHAT ARE “SERVICES”?

Similarly, the program includes many services. Many of these are listed below:

COMMUNITY SCHOOLS ONBOARDING SESSIONS AND WEBINARS

The Prichard Committee hosts many meetings that bring together the State Coaches, District Directors, FRYSCs, and the PC staff. In the first year, these included:

Community Schools Onboarding Sessions, September 18-19 for the Beta 4 districts, and December 8-9 for all participating districts. This convening included new district onboarding, community building, and needs assessing.

Onboarding webinars were held for the Beta 4 districts on October 26, 2023, and for all participating districts on November 8, 2023.

TECHNICAL ASSISTANCE

Technical assistance (TA) is provided in several areas, as outlined in the original proposal.

State-wide technical assistance and training initiatives will encourage the development of trusting relationships between educators, families, and communities and creating education and work-based settings that are supportive, positive, identity-safe, and inclusive, regardless of race, ethnicity, culture, language, and disability status.

The technical and training assistance will provide school leadership, social services, and the community-at-large with best practices, practical resources, and networking opportunities. Three levels of technical assistance are planned: generalized, targeted, and intensive. Generalized might include training on the four pillars and online peer-to-peer sessions between participating LEAs. Targeted TA will be provided to LEAs based on their individual needs. Intensive TA will be provided for LEAs that may require a sustained long-term approach to obtain their desired outcomes.

In the first year, the Prichard Committee, in cooperation with the Kentucky Department of Education (KDE) and the Division of Family Resource and Youth Service Centers (DFRYSC), intended to implement a robust training and TA network. The network was designed to provide multimodal learning

opportunities for program coordinators, school administrators, teachers, service providers, families, and local community members. Expert TA and consultation based on the four pillars of community schools will provide a foundation upon which participating local education agencies can build as they identify strategies to increase the pipeline of services available to families in the community.

State Coaches 1) provide training to the FSCS/FRYSC coordinators and participating LEAs on the Four Pillars of Community Schools, objectives of the grant, and the benefits of FSCS; 2) identify local needs and develop strategies which provide individualized and targeted technical assistance to increase the pipeline of services available to families; and 3) support the development of local plans. The Training and TA specialists will act as a resource that the FRYSC and FSCS Coordinators can call on to explore innovative strategies designed to improve the coordination of the pipeline of services available to families, strengthen community and service provider participation, and increase family engagement.

STATE COORDINATION THROUGH A STEERING COMMITTEE

The steering committee will support the coordination of state services and help strengthen policy through continuous improvement for long-term sustainability. Every quarter, the steering committee is reported to, and steering committee work groups convene to make changes to improve conditions at the ground level.

KCSI LEARNING EXCHANGES

Originally called “state-level peer learning pods,” Learning Exchanges have many target audiences, including community leaders, District Directors, FRYSC, superintendents, principals, classroom teachers, families, businesses, and State Coaches. Each Learning Exchange specializes in topic areas identified by the district and state evaluation as a high-need area. Each pod is led by a state-level coach who connects districts to one another and serves as a liaison to state-level leadership efforts.

The PC held an in-person PD Day for State Coaches on November 20, 2023, to include how to facilitate community conversations and effectively complete program plans (data literacy, strategic planning, and facilitation skills).

COMMUNITY CONVERSATIONS

Although more an activity than a service, Community Conversations are facilitated by District Directors to 1) build knowledge and excitement about the Kentucky Community Schools Initiative, 2) identify current local activities/assets and categorize using the 4 pillars of community schools, 3) connect community members to set the foundation for engendering and incentivizing a sense of shared accountability for student outcomes, and 4) collect qualitative data that can be used to inform school program plans so school program plans meet community desires, assets, and concerns.

QUALITY, RELEVANCE, AND USEFULNESS OF RESOURCES AND SERVICES

At this early stage of the grant, very few resources and services have been provided; most were in development finishing Year 1. However, the evaluation team observed the state convenings and community conversations and made notes that are relevant to the quality, relevance, and usefulness of resources. We made notes from the observations that address the utility, relevance, and quality of the resources based on questions asked at meetings.

RESULTS-BASED ACCOUNTABILITY FORM

At the December 8 and 9 Community Schools Onboarding meeting, one of the sessions related to data. Much time was dedicated to establishing the language of the RBA form. In that session, participants made comments related to how they were integrating this language with similar terms used in school improvement, such as the Comprehensive School Improvement Plans (CSIP).

From these comments, it appears there is confusion around how **Results-Based Accountability** fits into existing work around school improvement plans. To what extent does the existing work inform this new work, and vice versa? Early conversations with the Prichard Committee pointed to a desire to create an ecosystem that supports the existing infrastructure of FRYSCs, to build on and support work happening in the state already. Based on body language from participants and questions asked, the presentation of Results-Based Accountability work makes this work appear to be new. For example, one participant said, "In school improvement work, we use different language. That is why I am struggling to understand this."

REFLECTIONS AND RECOMMENDATIONS

Beginning in Year 2, the question of “Resources and Services’ for *whom?*” is broadening to include the local trainings, programs, and events hosted by districts and schools. Furthermore, data will be collected on a more frequent basis. As events take place, participants will be invited to take a survey that inquires about the quality, relevance, and usefulness of the sessions. Results will be provided by the Evaluation Center Team to the Prichard Committee, who will share with the District Directors at monthly or quarterly meetings for the purpose of continuous improvement for their school-based programming. Results will also be used for Statewide Steering Committee updates, the Prichard Committee Director team for continuous improvement, and reporting to the US Department of Education on locally developed indicators.

SURVEY ITEMS THAT WILL ADDRESS THE QUALITY, RELEVANCE, AND USEFULNESS OF THE RESOURCES AND SERVICES

Participants at various levels and from various perspectives will take surveys throughout the grant cycle. The surveys contain many items that address this evaluation question. They are listed below.

ITEMS FROM THE FRYSC ADVISORY COUNCIL SURVEY

This survey will be administered to Advisory Council Family Members, Community Members, Staff, FRYSC Coordinator at Stage 1. These items can speak to the relevance of the services.

The following items ask you to reflect on your principal's involvement as the FRYSC Coordinator in school decision-making. Please rate your level of agreement on a scale of strongly disagree to strongly agree:

- *The four pillars of community schools inform school-wide improvement efforts.*

The following items ask you to reflect on your district superintendent's involvement with the FRYSC Advisory Council in school decision-making. Please rate your level of agreement on a scale of strongly disagree to strongly agree:

- *The superintendent thinks the FRYSC Advisory Council's involvement in problem-solving is central to achieving our school improvement goals.*
- *The four pillars of community schools inform the superintendent's improvement efforts.*

 ITEMS FROM THE LOCAL LEADERSHIP TEAM (LLT) SURVEY

The Local Leadership Team (LLT) Survey is administered to Principals, Assistant Principals and other principal-identified school-leadership. This speaks to the usefulness of the assistance provided by the KCSI.

Please rate your level of agreement on a scale of strongly disagree to strongly agree to the following statement: assistance provided by the Kentucky Community Schools Initiative has enabled our school to...

- *Develop a result and indicators framework to drive the advancement of the four pillars*
- *Identify which data are most useful to the school's results and indicators frameworks*
- *Track our school's progress towards implementing the four pillars*
- *Articulate an evidence-based rationale to build a system of Community Schools*
- *Understand the expectations of our role as a community school*
- *Establish relationships with local partners based on a shared vision*
- *Create a results-based strategic plan with community partners*
- *Implement practices that guide school staff and community partners' joint implementation of the four pillars*
- *Implement policies that guide school staff and community partners' joint implementation of the four pillars*
- *Partner with the community to provide new academic support opportunities*
- *Identify local revenue sources, including in-kind contributions, from local partner agencies*
- *Leverage local revenue resources, including in-kind contributions from partner agencies*
- *Partner with the community to provide non-academic support opportunities*
- *Facilitate professional learning opportunities to deepen integration between in-school and after-school teaching and learning*

 ITEMS FROM THE QUARTERLY PILLAR & TIMELINE FIDELITY SURVEYS: PRICHARD COMMITTEE CENTRAL OFFICE, STATE COACHES, DISTRICT DIRECTORS, FRYSC COORDINATORS & FRYSC ADVISORY COUNCIL MEMBERS

The Quarterly Pillar and Timeline Fidelity Surveys are administered to Prichard Committee Central Office staff involved in KCSI, KCSI State Coaches, KCSI District Directors, KCSI FRYSC Coordinators, and FRYSC Advisory Council Members (excluding students) at a KCSI school. There is one survey for each pillar. Over the course of the year, respondents will give their perceptions of fidelity of implementation and utility of resources/services across all four pillars. Survey items ask Prichard Committee Central Office staff and

KCSI State Coaches whether resources were created and disseminated towards a pillar. The same items are then posed by District Directors, FRYSC Coordinators, and FRYSC Advisory Council members, but they are asked if they *received* these items. They are also asked to give an example of the service or resource in an accompanying text field and to then rank how useful that service or resource was to **their** facilitation of local implementation of this pillar.

SURVEY ITEMS BY PILLAR

INTEGRATED SUPPORTS

- *On how to connect integrated supports to a school's instructional program*
- *On how to facilitate collaborative teamwork at the school site to provide integrated student supports*
- *On how to conduct a local needs assessment*
- *On how to include integrated student support in school improvement plans*
- *On how to cultivate relationships with service providers*
- *On how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as “extra” or “less than” teachers and other academically focused staff*
- *On how to integrate a whole-child approach into their school(s)*
- *On how to intentionally collaborate within and among schools for the alignment of resources*
- *On designing integrated student support services to meet observable/measurable indicators of success*

On a scale of 1-4 with 1 indicating strong disagreement and 5 indicating strong agreement, please respond to the following two items.

- *The assistance my District Director or State Coach has given me provides sufficient flexibility to my school in its choice of services.*
- *The assistance my District Director or State Coaches have given me provides sufficient flexibility to my school in its choice of implementation strategies.*

EXPANDED AND ENRICHED LEARNING TIME

- *On how to align expanded and enriched opportunities with the school's learning goals.*
- *On how to promote district commitment to after-school programs*
- *On establishing quality standards for expanded and enriched learning time and opportunities*

- *On how to support community partnerships to augment expanded and enriched learning opportunities*
- *On how to facilitate schoolwide collaboration in the implementation of expanded and enriched learning time and opportunities*
- *On how to encourage accommodation of families' needs for supervised settings after school and during the summer*
- *Which directed attention to ensuring families have enough information about available resources and voluntary activities*
- *On how to engage teachers, nonteaching staff, and community organizations as key partners in delivering expanded and enriched learning time and opportunities*
- *On how to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement)*
- *On how to remove unnecessary barriers to facilities-sharing between the school system and community organizations*

ACTIVE COMMUNITY AND FAMILY ENGAGEMENT

- *On how to train school staff members in cultural competency to build trusting relationships with our community*
- *On how to learn from the experiences of the community so as to inform community schools' practice*
- *On how to provide families with accessible information about student learning*
- *On how to provide accessible information to families about the school system*
- *On how to develop their school's capacity to build shared ownership of student outcomes with families, community members*
- *On how to facilitate bidirectional channels of communication between school staff and families*
- *On how to engage in all steps of the community school's strategy from planning to evaluation*
- *On how to engage parents in advocacy for the educational support for their children*
- *On how to build cross-cultural networks between families to support students' development*
- *How to build cross-cultural connections across community organizations to support students' development*
- *On how to connect with trusted partner organizations to build family-to-family relationships*
- *On how to connect with trusted partner organizations to assist with building school connections with community organizations*
- *On how to expand learning opportunities that draw on community knowledge*
- *On how to expand learning opportunities that draw on family knowledge*
- *On how to deliver integrated student support that draws on community knowledge*
- *On how to deliver integrated supports that draw on family knowledge*

COLLABORATIVE LEADERSHIP PRACTICES

- *On how to engage school leadership in developing a representative leadership team composed of school and community constituencies*
- *On how to support the representative leadership team's involvement in the development of plans to support academic outcomes*
- *On how to support the representative leadership team's involvement in the development of plans to support nonacademic outcomes*
- *On how to encourage representative leadership team's analysis of program quality*
- *On how to support the capacity-building of all stakeholders to contribute to school improvement*
- *On how to facilitate ongoing stakeholder collaboration*
- *On how to facilitate ongoing stakeholder leadership*
- *On how to actively integrate families into the life of the school*
- *On how to actively integrate community partners into the life of the school*
- *On how to actively engage diverse stakeholders to support their community school strategy*
- *On how to engage stakeholders (educators, community, and families) in all levels of the decision-making process.*
- *On how to position my role as FRYSC Coordinator as a key member of the leadership team*
- *On how to create mechanisms for systems-level collaboration between the district, city offices, community-based organizations, and other community partners to align the work of various agencies*
- *On how school personnel and community partners develop working teams focused on specific issues identified in the school program plan*
- *On how to facilitate strategic improvement*
- *On how to encourage the continuous strengthening of shared ownership across school staff, family, and community partners*
- *On how to facilitate the celebration of community school successes across my community*
- *On how to facilitate advocacy for community schools across my community*

RECOMMENDATIONS

There is subtle mixed messaging in the way KCSI is presented. On the one hand, the KCSI is being described as “creating the ecosystem to surround an existing infrastructure.” Much of the language used by the PC continues to emphasize the importance of community voice and centering the work within districts. In contrast, certain language suggests this is a mindset shift or a new way of envisioning schools in Kentucky. For example, materials shared at the November 20, 2023, State Coaches Learning Exchange included the following phrase: “In Kentucky, we must reimagine education as a coordinated, child-

centered effort in which schools, families, and communities work together to support students' educational success, build stronger families, and improve communities through the existing Family Resource and Youth Service Center Framework." This messaging has the potential to alienate those who already imagine "education as a coordinated, child-centered effort in which schools, families, and communities work together to support students' educational success, build stronger families, and improve communities."

Relatedly, we recommend the PC attend to language related to school improvement. At the December 8 and 9 Community Schools Onboarding, a session was dedicated to the definition of terms related to RBA and continuous improvement. A lack of language alignment related to school improvement may lead to a perception that KCSI work is very different from, instead of complementary to, what is already happening in schools and districts. In the Community Schools Onboarding, individuals asked questions about how this work relates to the Comprehensive School Improvement Plans (CSIP), Comprehensive District Improvement Plans (CDIP), and the current FRSYC reports. In the book used as the basis for the data session, *Trying Hard is Not Good Enough*, Mark Friedman (2015) writes about the importance of working toward a common language in settings such as this. He does provide suggestions on terms, and provides definitions, but does not encourage the adoption of a new or different set of terms. In fact, he writes, "RBA asks groups to agree on what words they will use to describe a few basic ideas" (p. 13). We encourage the PC to invite the State Coaches and District Directors to build a common language, or for the PC to crosswalk the RBA language with the current language in the state and have the Coaches and Directors provide feedback on whether the language matches their understanding.

The online RBA certification training suggests involving stakeholders in building a common language. They provide the following resource and encourage that this activity happen early in implementation. This may be a way to mitigate confusion over language used in KCSI and what is already used in school improvement.

Figure 15.

RBA Resource for Building Common Language

RBA Concepts	Possible Labels (and modifiers)	Preferred language for your organization and/or community
1. The well-being of World Populations, Communities, Cities, Counties, States, Nations, and/or World.	Population Accountability	Type your language here
2. The well-being of Client Populations, Governments, Multi-agency Service Systems, Agencies, Organizations, Programs, and/or Units.	Performance Accountability	Type your language here
3. A condition of well-being for children, adults, families and communities.	Result, Outcome, Goal (Population, Community-wide)	Type your language here
4. The well-being of World Populations, Communities, Cities, Countries, States, Nations and/or World.	Indicator, Benchmark (Population, Community-wide)	Type your language here
5. A measure of how well a program, agency or service system is working.	Performance measure, Performance indicator	Type your language here

EQ4: TO WHAT EXTENT WERE RESOURCES AND SERVICES REPORTED TO REFLECT EQUITY IN DESIGN AND IMPLEMENTATION?

APPROACH

In order to effectively develop a full-service community school program, it is important that diversity, equity, and inclusion are prioritized in the design and implementation phase. One way this was addressed was by partnering with the University of Kentucky Evaluation Center. The Evaluation Center team used a diversity, equity, and inclusion (DEI) lens to determine if Prichard materials, resources, and services are promoting and reflecting DEI.

We used the following questions as a guide when reviewing Prichard’s materials, services, and resources, based on Pinkett (2023):

1. Understand the purpose of the materials, resources, and services.
 - a. Why is it needed?
 - b. What is the desired outcome?

2. Questions to ask

- a. Who is most affected by the services and resources?
- b. How do these services and resources impact diversity, equity, inclusion, and full participation?
- c. What are the potential negative impacts on demographic groups who have historically been restrained, excluded, silenced, or oppressed?
- d. Do these services, materials, and resources pose any risk of creating barriers to any demographic group? Are there potential risks of creating barriers to full participation?
- e. Do these services, materials, and resources pose any risk of creating unintended consequences to any demographic group?

3. Further considerations

- a. Are they asking the right questions?
- b. What is the impact on the following? (Who is burdened and who benefits?)
 - i. Staff
 - ii. Teachers
 - iii. Students
 - iv. Community
- c. How do these services and resources expand opportunities for equity, inclusion, and full participation?

4. Moving forward

- a. What actions need to be implemented to demonstrate our intentional commitment to DEI?
- b. What actions need to be implemented to minimize any real or potential negative impact?
- c. How will community members and leaders address and mitigate any negative impacts or barriers? Are there strategies to be used consistently?
- d. How will we know if these services and resources are creating positive or negative impacts on diversity, equity, inclusion, and full participation?

DATA SOURCES

Over the course of the grant, we will review the resources and services, such as those listed under EQ3, for equity in design and implementation. We will also collect feedback from participants regarding their perceptions of the extent to which resources and services are equitable. This feedback will come through surveys. We created survey items for the Local Leadership team (LLT), FRYSC Advisory Council, District Directors, and Steering Committee. In this report, we feature findings from our review of two data sources: 1) the District Director monthly report template, and 2) the Community Conversations invitation template.

FINDINGS


DISTRICT DIRECTOR MONTHLY REPORT TEMPLATE

The District Director Monthly Report Template is a tool used for tracking grant progress and will be aligned to the Key Performance Indicators (KPIs) and Locally Developed Indicators (LDIs), but the hope is that it becomes a tool for District Directors to apply skills in data literacy that they will be learning throughout the grant cycle. We reviewed an early version of the Report Template. Figure 16 and Figure 17 display sections of the report reviewed.

Figure 16.

Section of Early Version of the District Director Report

KCSI District Director's Monthly Report



The Prichard Committee
Building a Groundswell for a Big, Bold Future

Kentucky Community Schools Initiative
(KCSI) District Director Monthly Report

PART I. FSCS GRANT GENERAL INFORMATION

GRANTEE DISTRICT AND SCHOOLS		
DISTRICT DIRECTOR	EMAIL ADDRESS	
<District Director's Name>	<District Director's Email>	
SCHOOL DISTRICT	MONTH	YEAR
NAME OF SCHOOL 1	PRINCIPAL OF SCHOOL 1	FRYSC COORDINATOR OF SCHOOL 1
	<Principal's Name>	<FRYSC Coordinator's Name>
NAME OF SCHOOL 2	PRINCIPAL OF SCHOOL 2	FRYSC COORDINATOR OF SCHOOL 2
	<Principal's Name>	<FRYSC Coordinator's Name>

FULL SET OF PIPELINE SERVICES PROVIDED BY	
EXISTING PIPELINE 1: ALREADY IMPLEMENTING	CORRESPONDING PILLAR
	#N/A
EXISTING PIPELINE 2: ALREADY IMPLEMENTING	CORRESPONDING PILLAR
	#N/A
EXISTING PIPELINE 3: ALREADY IMPLEMENTING	CORRESPONDING PILLAR
	#N/A
NEW PIPELINE 1: DEVELOPING IN THE NEXT 5 YEARS	CORRESPONDING PILLAR
	#N/A
NEW PIPELINE 2: DEVELOPING IN THE NEXT 5 YEARS	CORRESPONDING PILLAR
	#N/A

FULL SET OF PIPELINE SERVICES PROVIDED BY	
EXISTING PIPELINE 1: ALREADY IMPLEMENTING	CORRESPONDING PILLAR
	#N/A
EXISTING PIPELINE 2: ALREADY IMPLEMENTING	CORRESPONDING PILLAR
	#N/A
EXISTING PIPELINE 3: ALREADY IMPLEMENTING	CORRESPONDING PILLAR
	#N/A
NEW PIPELINE 1: DEVELOPING IN THE NEXT 5 YEARS	CORRESPONDING PILLAR
	#N/A
NEW PIPELINE 2: DEVELOPING IN THE NEXT 5 YEARS	CORRESPONDING PILLAR
	#N/A

We analyzed the template using Dedoose software for qualitative research. This software allows researchers to upload media (i.e. documents, recordings, images) and analyze it by applying codes, themes, and notes. To do this, we uploaded the District Director Monthly Report Template to Dedoose as a PDF file. We reviewed the District Director Monthly Report template with an equity lens (Malone & Kirkland, 2023). We applied the following codes to specific areas of the document: 1) deficit language or view, 2) need to consider adding demographic breakdown to section, and 3) item has errors. We made the following observations:

- Items broken down by race tend to be negative reporting items. Other sections in the document are not disaggregated in the same way. (See Figure 17)
- Race and ethnicity had limited options.
- In the demographic section, the term “Indian” is used instead of “Native American” or “American Native.”
- “African American” is used instead of “Black or African American;” not all Black students will identify as African American.
- The gender section allows for male, female only, which may not capture the identities of the students in the school.

Figure 17.

A Section of the District Director Report Not Disaggregated by Demographic Information

KCSI District Director's Monthly Report

participating expanded and enriched			
<i>Is anyone better off?</i>	SCHOOL 1	SCHOOL 2	DISTRICT
2. What % of students are participating in expanded and enriched learning opportunities compared to the past month?			

PILLAR 3: FAMILY AND COMMUNITY ENGAGEMENT EFFORTS AND IMPACT			
<i>How much did we do?</i>	SCHOOL 1	SCHOOL 2	DISTRICT
1.a How many family engagement workshops or events were hosted this month?			
1.b How many family engagement trainings were offered this month?			
<i>How well did we do it?</i>	SCHOOL 1	SCHOOL 2	DISTRICT
2.a What % of parents or caregivers attended at least one family engagement event or workshop in the past month?			
2.b What is the # of school and community school partner staff who			
recurring			
new			
2.c How many parents are engaged in decision-making committees (e.g., parent-teacher associations, steering committees) in grantee schools?			
recurring			
new			
<i>Is anyone better off?</i>	SCHOOL 1	SCHOOL 2	DISTRICT
3.a What % of families attended school events compared to the past month?			

Figure 18.

Example of how a Deficit View was used in the items on the District Direct Monthly Report

3. STUDENT DISCIPLINE RATES, INCLUDING SUSPENSIONS AND EXPULSIONS				
Required Performance Measures		SCHOOL 1	SCHOOL 2	DISTRICT
3.a What # and % of students in the school received one or more out-of-school suspensions ?	#			
	%			
3.b What # and % of students in the school received one or more in-or-out-of-school suspensions ?	#			
	%			
3.c What # and % of students in the school received one or more expulsions ?	#			
	%			
3.d How many students in the school received one or more out-of-school suspensions disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)?	All Students			
	Female			
	Male			
	African American			
	Indian/Alaska			
	Asian			
	Hispanic			
	Hawaiian/Pacific			
	2 or More Races			
	White			
	EL			
	Free/Reduced			
	Stud w/disab.			
	Foster			
Homeless				
Migrant				

The items from this District Director monthly report that focused on negative outcomes were the only items separated by demographic information (i.e. race, ethnicity, gender, socioeconomic status, and ability status). The items that focused on positive outcomes did not ask for demographic breakdown. The fact that these negative items were the only items focused on demographic information is reflective of a deficit mindset.

3.d How many students in the school received one or more **out-of-school suspensions** disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)?

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KCSI District Director's Monthly Report

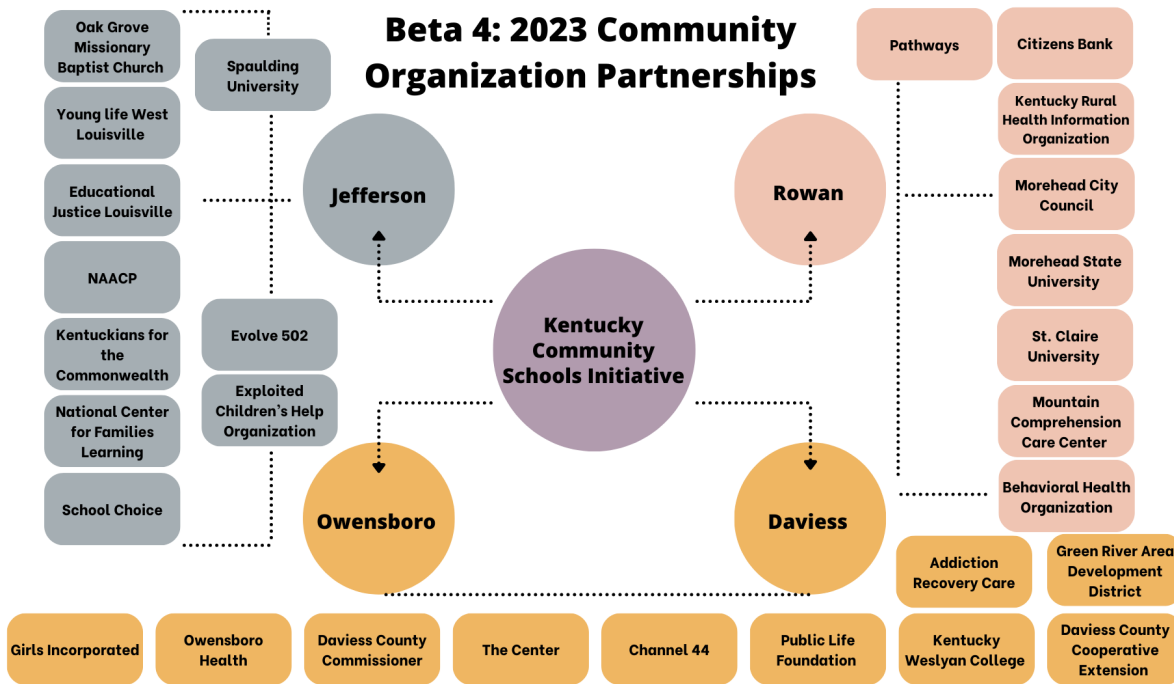
	Military Connected			
	Gifted & Talented			
	All Students			
<p>3.e How many students in the school received one or more in-or-out-of-school suspensions disaggregated by ESSA subgroup (e.g., race, ethnicity, socioeconomic status)?</p>	Female			
	Male			
	African American			
	Indian/Alaska			
	Asian			
	Hispanic			
	Hawaiian/Pacific			
	2 or More Races			
	White			
	EL			
	Free/Reduced			
	Student w/disab.			
	Foster			
	Homeless			
	Migrant			
	Military Connected			
Gifted & Talented				
	All Students			
<p>3.f How many students in the school received one or more expulsions disaggregated by ESSA subgroup (e.g., race, ethnicity, socioeconomic status)?</p>	Female			
	Male			
	African American			
	Indian/Alaska			
	Asian			
	Hispanic			
	Hawaiian/Pacific			
	2 or More Races			
	White			
	EL			
	Free/Reduced			
	Student w/disab.			
	Foster			

COMMUNITY CONVERSATIONS INVITATION, ATTENDANCE, AND FEEDBACK

Central to each district’s implementation of the four pillars is the ability to leverage local assets and find direction in feedback from diverse community organizations. Figure 19 illustrates those community organizations represented at the nine community-wide meetings held during Cycle 1, Stages 1 and 2.

Figure 19.

Beta 4: 2023 Community Organization Partnerships



A variety of community organizations were represented from non-profit to for-profit, including universities, behavioral health organizations, advocacy groups, local media, and churches.

INVITATION TEMPLATE

A key component of the KCSI initiative is to engage the community early in the process. This begins with community conversation meetings. The Prichard Committee developed a resource for State Coaches to help Districts Directors build a list of community members to invite to the community conversations.

The template encourages representation across a breadth of community roles, and to represent diversity of opinion, ethnicity, race, gender, and age. This is displayed in Figure 20.

Figure 20.

Guidance for Who to Include at Community Conversation Meetings

Community-Based Meeting	**We are striving for diversity in opinion, ethnicity, race, gender, and age that reflects the makeup of the community.
Date/Time/Location	
KCSI Suggested Invite	Specific District Representative and Role
Superintendent and other district personnel	
Principals from Participating Schools	
FRYSC Coordinators from Participating Schools	
School Board Members	
Mayor	
Higher Education (Local Universities, Colleges, Technical Schools)	
YMCA	
NAACP	
United Ways (Local and Regional United Ways)	
Local health department	
Small business owners	
Faith-Based leaders	
Teacher union representatives	
Local non-profit representatives	
Two high school student representatives (that attend or attended selected schools)	
County Judge Executive	
Groundswell Members (Suzetta will help with this)	
C IPL Fellow or other parent reps (Laura Beard will help with this)	
Local Rotary Representatives	
Local Foundations (Philanthropic Efforts)	
Local Libraries	
Chamber of Commerce	
Who are the "Door openers" and "relationship builders" for your district?	
Prichard Committee Members (Suzetta Creech will help with this)	
Media (Newspaper, Radio, TV, etc...)	
Prichard Committee Staff KCSI State Coach: KCSI Sr. Director: UK Evaluation:	
Other (OPEN TO PUBLIC)	

COMMUNITY CONVERSATIONS ATTENDANCE

Goal 2 of Stage 1 is to “broaden community engagement” in the development of a program plan that is generated by active and diverse participation amongst community and school groups. The hope is that diversity of participation will increase throughout Stages 1 and 2. To examine the diversity of community-wide attendees among the Beta 4 schools’ three community-wide meetings, evaluators tabulated attendance as documented in the KCSI sign-in sheets.

Tables 16, 17, 18.

Community-wide Meeting Attendance among Beta 4, Cycle 1, Stages 1 and 2

District	Meeting #1 Date	Meeting #1 Attendance by Role												Total # Attending
		District Staff		School Staff		Community Member		Community Organization Representative		Family Member		Parent		
		#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	
JCPS	9/22/23	4	40.0%	2	20.0%	0	0.0%	3	30.0%	0	0.0%	1	10.0%	10
Daviess & Owensboro	10/30/23	9	42.9%	4	19.0%	2	9.5%	6	28.6%	0	0.0%	0	0.0%	21
Rowan	8/10/23	4	33.3%	0	0.0%	0	0.0%	8	66.7%	0	0.0%	0	0.0%	12

District	Meeting #2 Date	Meeting #2 Attendance by Role												Total # Attending	% Meeting 1- Meeting2 Change
		District Staff		School Staff		Community Member		Community Organization Representative		Family Member		Parent			
		#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
JCPS	10/16/23	0	0.0%	3	20.0%	3	20.0%	8	53.3%	0	0.0%	1	6.7%	15	150.00%
Daviess & Owensboro	11/21/23	2	6.7%	18	60.0%	3	10.0%	6	20.0%	0	0.0%	1	3.3%	30	142.86%
Rowan	10/19/23	2	15.4%	4	30.8%	2	15.4%	5	38.5%	0	0.0%	0	0.0%	13	108.33%

District	Meeting #3 Date	Meeting #3 Attendance by Role												Total # Attending	% Meeting 1- Meeting3 Change
		District Staff		School Staff		Community Member		Community Organization Representative		Family Member		Parent			
		#	% of total	#	% of total	#	% of total	#	% of total	#	% of total	#	% of total		
JCPS	11/17/23	0	0.0%	5	55.6%	0	0.0%	4	44.4%	0	0.0%	0	0.0%	9	90.00%
Daviess & Owensboro	12/18/23	1	6.7%	8	53.3%	3	20.0%	3	20.0%	0	0.0%	0	0.0%	15	71.43%
Rowan	11/30/23	2	18.2%	3	27.3%	3	27.3%	2	18.2%	0	0.0%	1	9.1%	11	91.67%

The tables above indicate a growth in attendance between Meetings 1 and 2 but then a slight decline when examining growth from Meeting 1 to Meeting 3. In general, family and parent involvement in community-wide meetings was non-existent across all nine community-wide meetings. While community organization representative attendance was in line with district and school staff, one would

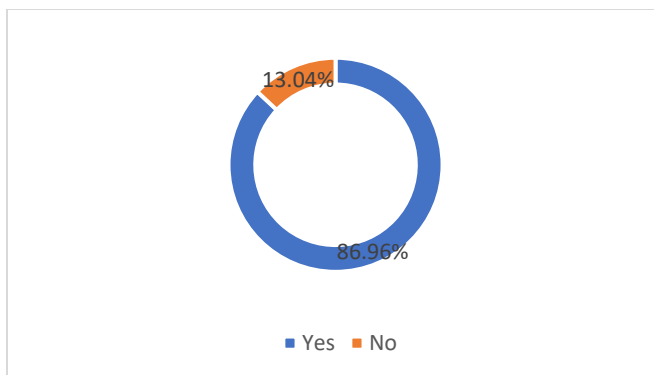
hope to see an increase in numbers as a demonstration of momentum. One would also hope to see higher rates of participation across both staff and non-staff stakeholder groups in the state's largest school district than across the other districts.

COMMUNITY CONVERSATIONS FEEDBACK

Following each community conversation, the participants were invited to take a survey to give their baseline understanding of the KCSI initiative, their planned involvement in the work, and their concerns about the work. This survey included a question on whether the correct partners were identified at the initial community conversation meeting. Most respondents agreed that the correct partners were identified.

Figure 21.

The Correct Community Partners Were Identified at Initial Community Conversation Meetings in the Beta 4 Districts. (n=23)



REFLECTIONS AND RECOMMENDATIONS

These findings only begin to address the question of equity. We will continue to focus on this topic as more resources and services are developed and implemented. Early in Year 2, we reviewed the locally developed indicators (LDIs) to ensure they included equity-related indicators, and we encouraged the PC team to include equity-related indicators.

Entering Year 2, we are adding items to surveys to various stakeholders based on the following literature:

Galindo, C., Sanders, M., & Abel, Y. (2017). Transforming educational experiences in low-income communities: A qualitative case study of social capital in a full-service community school. *American Educational Research Journal*, [Centennial Edition], 54(1S), 140–163.

Daniel, J., Malone, H.-L. S., & Kirkland, D. E. (2023). A Step Closer to Racial Equity: Towards a Culturally Sustaining Model for Community Schools. *Urban Education*, 58(9), 2058-2088.
<https://doi.org/10.1177/0042085920954906>

Richard M. S., Salisbury J., & Cosner S. (2023). The school-community connection: social justice leaders' community activism to promote justice for students. *International Journal of Leadership in Education*, 26(4), 680-700, DOI: [10.1080/13603124.2020.1842506](https://doi.org/10.1080/13603124.2020.1842506)

EQUITY ITEMS TO BE ADDED TO SURVEYS

Survey items that evaluate local leaders' perceptions of diversity, equity, and inclusion include: "I consider my own biases and unsupported judgments of groups or individuals and how that may influence my decisions when distributing leadership responsibilities" and "I am conscious of leaders' social identities, values, and cultural differences and how their different perspectives contribute to our leadership team". Other items related to equitable design and implementation of resources and services will be added across various surveys.

RECOMMENDATIONS

As the District Director reports are updated, we encourage the PC to consider making updates to increase the equitable nature of its design. We suggest considering the deficit message communicated when breaking down only negative reporting items by race; include consistent disaggregation in both positive and negative reporting sections. Unless there is a rationale for the language used, for example, the state data systems the FRYSCs will use to populate reports use specific language. We also advise using "Native American" or "American Native" instead of "Indian" in demographic information and propose changing "African American" to "Black or African American" for greater inclusivity. In the gender section, we recommend adding alternative options or, at a minimum, an "other" category and a

text box to reflect diverse identity expressions that may be present in a school. We also encourage the consideration of disaggregating components of Pillar 3: Family and Community Engagement by the ESSA subgroup to assess equitable outreach and service provision, providing specific inquiries about efforts to engage parents/families. These suggestions aim to enhance the clarity, inclusivity, and effectiveness of the District Director Report, aligning it more closely with equitable and respectful communication practices.

We also encourage the PC to prompt districts to invite community organizations that represent the interests of specific diverse stakeholder groups (e.g., La Casita, Adelante in Louisville), and to augment the participation of parents and family members in community-wide meetings.

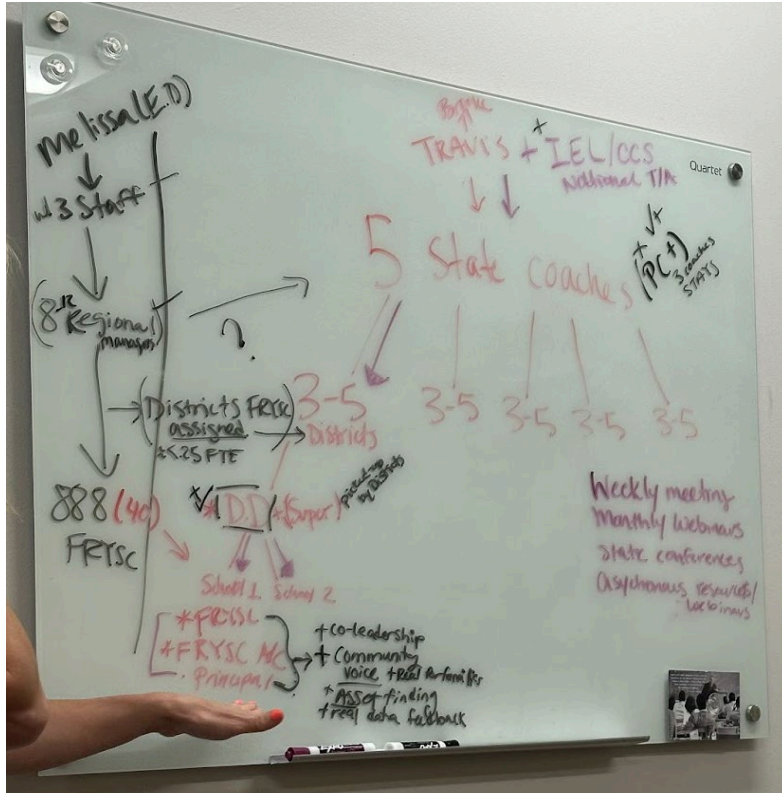
EQ5: TO WHAT EXTENT WERE PROJECT INVESTMENTS SUFFICIENT IN TYPE AND SCALE TO ENGAGE PARTICIPANTS?

APPROACH

To approach this question, we began by seeking to define the terms in the evaluation question. Specifically, we sought to understand what “project investments” the intervention provides, and to which “participants” project investments are provided. We also aimed to gauge participants’ perceptions of the “type and scale” of project investments that are necessary to successfully engage in community school work, and how they envision their own and others’ “engagement” in the work. With project investments (including resources, services, and funds) being implemented at different levels (e.g., school/community, district, state), we agreed that defining project investments, delineating their reach, and understanding their alignment with the four pillars were important steps in assessing the extent to which they were sufficient in type and scale to engage project participants at each level. To shape these understandings, we began by forming initial definitions of “project investments” and “participants” through early and ongoing conversations with the Prichard team (see Figure 22).

Figure 22.

Early Conversations with Prichard Team



We further refined their definitions through attendance at initiative convenings (e.g., on September 18-19, November 20, and December 8-9). It is important to note that these definitions have evolved as the Prichard team has developed and refined their understanding of the initiative and their role in designing and distributing project investments. We will further refine definitions through engaging in qualitative data collection (i.e., interviews and observations of participants) in Spring 2024. In addition, we plan to collect information about the political and resource obstacles that hinder participants' engagement in the work so that we may offer insights and recommendations to the Prichard Committee.

FINDINGS

PARTICIPANTS

We have understood participants to operate across the intervention at three levels: participants at the school and community level (i.e., families, school staff, and community members), district level (i.e., district directors), and state level (i.e., State Coaches, State Steering Committee members, Prichard Committee staff). In interviews, we will ask the participants we have identified to name other potential participants who may be affected by and/or crucial to KCSI work. We also plan to attend to questions about who is at the table and whose voices are elevated. For instance, we have included the following questions as a part of our protocol:

- The district and your school(s) have been convening meetings to understand needs and/or opportunities at the district-level and in specific schools. Who is missing from these meetings?
- Who currently “owns” the work of building community schools in your district?
- Who *should* “own” the work of building community schools in your district?

Since we have received IRB approval for a semi-structured interview, we will probe further, as needed, based on each response.

PROJECT INVESTMENTS AND THEIR TYPE AND SCALE

As with our process for defining project participants, our conversations with the Prichard Committee have helped shape our parameters for what project investments entail. Currently, we understand project investments to include funds for programming and staffing (e.g., District Directors), the formation and operation of the State Steering Committee, and the provision of technical assistance (TA) including coaching, professional development, and learning. We also understand that the project investments span across different levels of the initiative. For example, in an early conversation with the Prichard team, we learned that TA will begin with a nationally recognized “Results-Based Accountability model” used to coach participants at the state level (e.g., State Coaches), who then use the model to coach participants at the level below them (e.g., District Directors) down to leaders at individual schools. School leaders can then use the RBA model to inform their work; while District Directors bring leadership together to bring in community voice, family participation, and data feedback. This is just one example of how the reach of project investments spans across levels of the intervention to influence the work, or engagement, of KCSI participants.

Data collected from interviews and observations of participants will help us further refine our definition of project investments and their type and scale. Below is a sample of questions included in the interview protocol for family and community members that will provide insights into participants' perceptions of and experiences with project investments, as well as their type and scale:

- *What are key investments this initiative is making in your community, district, or school(s)?*
- *In addition to work happening in communities/districts like yours, you may know that Prichard has convened a state-wide Steering Committee. Do you know about this committee?*
 - *IF YES: What do you see as some of the key functions of the state-wide Steering Committee?*
- *What kind of training or coaching are you receiving to implement the community school model?*
 - *Probe: If so, whom are you receiving training or coaching from? How is it helping you implement the community school model?*
- *What other resources, information, or support do you need to implement (a) full-service community school(s) in your district?*

Since we have received IRB approval for a semi-structured interview, we will probe further, as needed, based on each response.

We will also engage in observations of participants at local and state-level convenings. The observation prompt directs data collectors to focus their attention on discussions and activities around the following topics related to project investments:

- *Investments that are being made for or in districts or schools, other than the coaching/training and the new governance policies.*
- *The training or coaching that is happening at various levels:*
 - *IEL to Travis*
 - *Travis to State Coaches*
 - *State Coaches to FSCS Coordinators*
 - *FSCS Coordinators to FRYSC Coordinators*
- *The Steering Committee*
- *Elevation of FRYSC to leadership team at school*
- *District Director as a cabinet-level position*

Since we have received IRB approval for a semi-structured interview, we will probe further, as needed, based on each response.

ENGAGEMENT

We also sought to define what it means for this initiative to “engage” its various participants. Below is a sample of questions included in the interview protocols that will provide insights into how to operationalize participant engagement:

- *The initiative is focused on engaging various stakeholders. What does it mean for this initiative to “engage participants”?*
 - *Probe: Who should be involved in the community school work?*
 - *Probe: What does their involvement look like?*

As we note above, since we have received IRB approval for a semi-structured interview, we will probe further, as needed, based on each response.

REFLECTIONS AND RECOMMENDATIONS

Our initial work to approach this EQ has primarily focused on sense-making and developing a research design that will give us data and insights to develop a more refined approach to answering this EQ in the upcoming grant year. The ongoing communication with, and the responsiveness of, the Prichard Committee’s team has been crucial in supporting the Evaluation team’s sense-making processes in this first year. Additionally, the Prichard Committee team’s role in facilitating our access to initiative-wide events (e.g., sharing event materials and sending email reminders about upcoming events) has been helpful in this first year.

As data collection for Year 2 begins, we ask the Prichard team to continue to support us in accessing participants for interviews and observations at events. Support may include communicating our presence at events, aiding in the distribution of consent forms to participants, continuing to share event materials (including meeting agendas and other handouts) with us, and supporting us in trust- and relationship-building efforts with participants. We also ask that the Prichard Committee keeps us updated on staff (e.g., FRYSC Coordinator) and membership (e.g., State Steering Committee) changes. In response to the Prichard Committee’s request to be provided updates on this work, we plan to provide the Prichard Committee with reflections on new insights garnered from participants regularly, possibly in the form of a short memo, for ongoing improvement of project implementation and scaling efforts.

Specific to this evaluation question, the PC has repeatedly expressed their concern with engaging “hard-to-reach families.” We encourage the PC to continue to consider how these families will be identified, what engagement can look like for these families, and how project investments can be used to engage these families. We imagine that future findings for this evaluation question will also inform the Prichard Committee’s considerations.

EQ6: TO WHAT EXTENT DID PARTICIPANTS REPORT PROJECT RESOURCES AND SERVICES LEAD TO INCREASED KNOWLEDGE AND CAPACITY TO IMPLEMENT THE FOUR PILLARS?

APPROACH

Since Year 1 was a year of building, the PC was not yet prepared to present a list of resources and services with accompanying outcomes and objectives that the evaluation team could use to examine the impact of the aforementioned on knowledge and capacity to increase the four pillars. However, some items of the Community Mobilization Readiness Survey, administered post-community-wide meeting, did prompt respondents to reflect on preparedness to implement the four pillars:

- The following items ask you to consider your knowledge about the community schools model. Please rate your level of agreement on a scale of 1-4, with 1 indicating "strong disagreement" and 4 indicating "strong agreement."
 - I understand the mission of the Kentucky Community Schools Initiative.
 - I understand how the Kentucky Community Schools Initiative will be implemented.
 - I understand how the implementation of the Kentucky Community Schools Initiative will lead to improved student outcomes (i.e., academic achievement and well-being.)

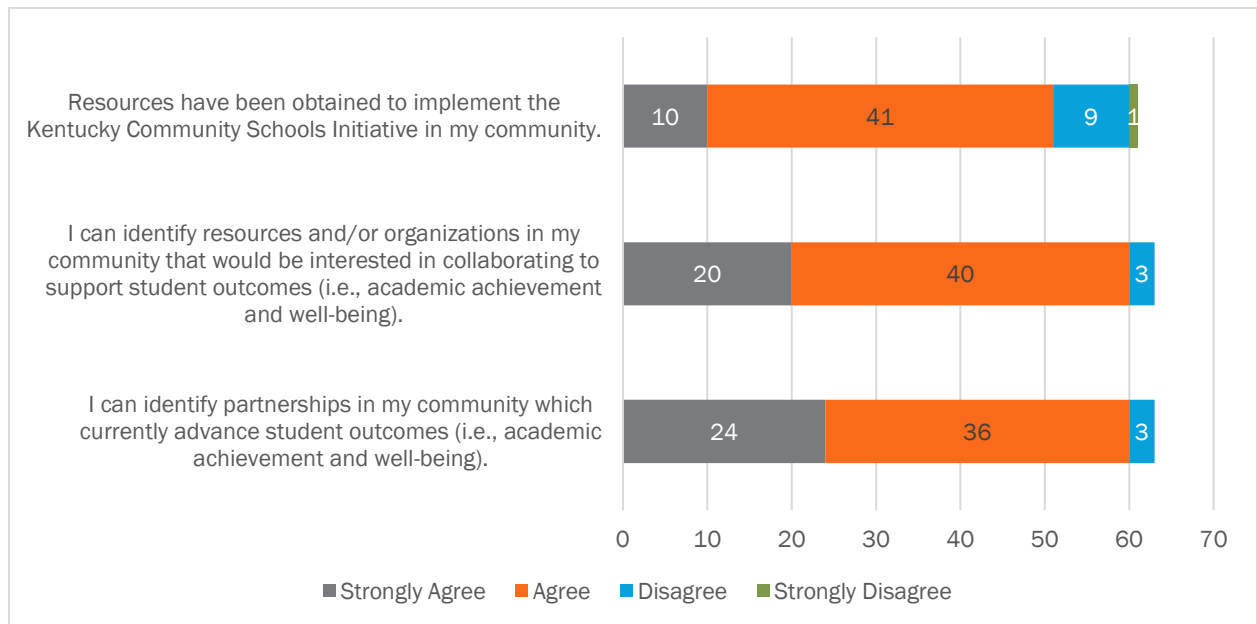
FINDINGS

As referenced under EQ3’s developmental evaluation findings, respondents had a good understanding of the community schools model and how it will lead to outcomes, but there was less understanding about how it will be implemented.

Additionally, three items on the Community Mobilization Readiness Survey asked respondents to reflect on resource availability. Respondents consistently reported that resources had been obtained to implement the KCSI, that they could identify resources and/or community organizations that would be interested in collaborating, and that they could identify community partnerships that are currently advancing student outcomes (Figure 23).

Figure 23.

Community Conversation Participants’ Perceptions of Resource Availability to Advance KCSI



REFLECTIONS AND RECOMMENDATIONS

We celebrate Prichard’s agility and ingenuity in creating and editing resources and services in response to contextual factors, best practices, and research, as well as stakeholder voices and needs. During Year 2, we intend to develop a mode of communication through which the PC can articulate shifts from the resources and services provided on the grant application’s work and/or KCSI implementation timeline. While the PC was unable to do so during Year 1 due to it being a year of building, the hope is that, in the future, the PC will articulate and share outcomes and objectives prior to the dissemination of resources/facilitation of services. This communication may be a shared Excel spreadsheet that

inventories resources and services and links to related documents on the KCSI Google Drive. This inventory could also detail when/where/to whom the resources are distributed/services are facilitated and their aligned learning outcomes/programmatic objectives. The PC's provision of rationale for revisions to these resources/services would also be helpful. This will: 1) assist evaluators in determining how each event and/or resource is designed to specifically advance KSCI and 2) ensure evaluators' ability to address fidelity of implementation issues of design, best practices, and utility in reference to EQ2, EQ4, and EQ6.

Along the same lines, we ask to work with Prichard leadership to co-develop a crosswalk of Prichard's other initiatives with KCSI for the purpose of clarifying their intersection and the purpose for cross-pollination of resources, events, and services.

As mentioned under EQ 2, we also continue to underscore the importance of each district's involvement in data collection processes to inform continuous improvement and, if not more importantly, to meet federal data reporting requirements. Issues serving as obstacles to acquiring district IRBs and MOAs should be addressed in Quarter 1 of 2024.

During Cycle 2, we will administer Quarterly Pillar and Timeline Fidelity Surveys for the Prichard Committee Central Office, State Coaches, District Directors, and FRYSC Coordinators aligned with *The Community Schools Playbook* (see Instruments Developed). We drafted the Biannual Pillar and Timeline Fidelity Surveys for the State Steering Committee in Year 1 and is now revising it to include cycle goals articulated near the end of Year 1. These data will be employed to "the extent to which the user's current practice matche[s] the . . . 'ideal'" (Loucks, 1983, p. 4). We anticipate amending the fidelity of implementation surveys from Year 2 to Year 3 as forms of technical assistance, along with aligned objectives and outcomes, are articulated. Similarly, designated items in Local Leadership Team and FRYSC Advisory Surveys (as discussed in EQ3), will be administered at the beginning of Cycle 2, Stages 1 and 2, and will address the perceived utility of resources from the vantage of principals, assistant principals, and others identified as part of a school site's leadership team as well we FRYSC Advisory Council members.

EQ7: TO WHAT EXTENT ARE COMMUNITIES, SCHOOLS, AND DISTRICTS DOCUMENTING IMPROVED IMPLEMENTATION OF THE FOUR PILLARS (IMPROVED COORDINATION, INTEGRATION, ACCESSIBILITY, AND EFFECTIVENESS OF SERVICES)?

APPROACH

In Year 1, we sought to understand what the “implementation of the four pillars” may look like across the initiative in order to measure the improvement and health of the pillars. We spent this first year engaging in sense-making through conversing with the Prichard Committee, attending KCSI events such as Learning Exchanges and Onboarding convenings, and referring to the literature such as the *Community Schools Playbook* (2018) and the Learning Policy Institute’s 2017 report that examines the four pillars and provides examples of successful pillar implementation. Our aim was to use these new insights to develop a qualitative research design (including interviews and observations) that allows us to learn how participants observe, understand, and implement the four pillars, as well as how they perceive KCSI services have facilitated implementation.

FINDINGS

Our early conversations with the Prichard Committee and informal observations of events in Year 1 suggest that participants are still making sense of what implementation of the four pillars looks like in their unique contexts. For instance, as referenced under EQ1’s evaluation findings, there were community conversation participants who reported having a limited understanding of how the community school model would be implemented.

Interview and observation data collected across districts in Spring 2024 will give us more insight into participants’ understanding and work around the implementation of the four pillars. The following interview questions, asked of all participants (defined in EQ5), will guide our inquiry:

- The following questions will be about your school and district’s implementation of the four pillars of community schools. When I say “four pillars,” are you familiar with that framework? It's completely okay if not!
 - What is your school and/or district doing to engage family and community members?
 - What is your school and/or district doing to create opportunities for expanded/enriched learning time?
 - What is your school and/or district doing to coordinate and provide integrated support?
 - What is your school and/or district doing to encourage collaborative leadership (among students, parents, school members, and community members)?
 - What progress still needs to be made in the implementation of the four pillars?

- As you know, this initiative is trying to scale the community school model. How do we know when a school is a “community school”?
 - Probe: Please describe a “community school” for me.
 - Probe: How would you describe a "community school"?
- How will implementing the community school model change how your school/district supports students?
- What do you think your district or school(s) need to do for the community schools' model to be successfully implemented over the next few years?
- What kind of training or coaching are you receiving to implement the community school model?
 - Probe: If so, whom are you receiving training or coaching from? How is it helping you implement the community school model?

Since we have received IRB approval for a semi-structured interview, we will probe further, as needed, based on each response.

REFLECTIONS AND RECOMMENDATIONS

As with EQ5, we ask that the Prichard Committee continue to facilitate our access to participants and activities related to pillar implementation. Our findings from data collected for this EQ in Year 1 will inform a more refined approach for defining and measuring the implementation of the four pillars in the next year.

EQ8: TO WHAT EXTENT DOES TREATMENT AT THE DISTRICT LEVEL LEAD TO IMPROVEMENT ON THE FOUR PILLARS AT BOTH SUPPORTED SCHOOLS AND NON-SUPPORTED SCHOOLS?

APPROACH

See the “Case Studies” heading and “Qualitative Data Collection Progress” heading for details on case studies progress.

REFLECTIONS AND RECOMMENDATIONS

In the selection of cases, also important for consideration will be the possible spillover effects of interventions across the initiative. For example, the effects of KCSI services and resources including District Directors, State Coaches, and webinars may be felt in non-treatment schools within treatment districts. We will consider such effects to be intentional in their selection of case schools to include treatment schools, non-treatment schools within treatment districts, and non-treatment schools in non-treatment districts.

We ask for the Prichard Committee’s support in identifying project activities, resources, and services that may create “spillover” effects in non-treatment schools. We also ask that the Prichard Committee continues to communicate their goals (e.g., for scale-up) and how evaluation findings from case studies can support such goals. For instance, the Prichard Committee has expressed interest in identifying the conditions that engender best practices for community school work including pillar implementation and scaling efforts. In the upcoming year, studying selected cases as part of this EQ will produce findings that help us identify schools engaging in these best practices. However, it will be our findings from qualitative data collection in Year 1 that will help us define what “conditions” and “best practices” mean, what they look like, and how they can be measured. In short, our findings from Spring 2024 will inform and lay the foundation for a more refined approach to case selection and case study design to approach this evaluation question in the upcoming year.

EQ9: TO WHAT EXTENT ARE COMMUNITIES, DISTRICTS, AND SCHOOLS DOCUMENTING IMPROVEMENTS ON KEY STAFF, FAMILY, COMMUNITY, AND STUDENT INDICATORS?

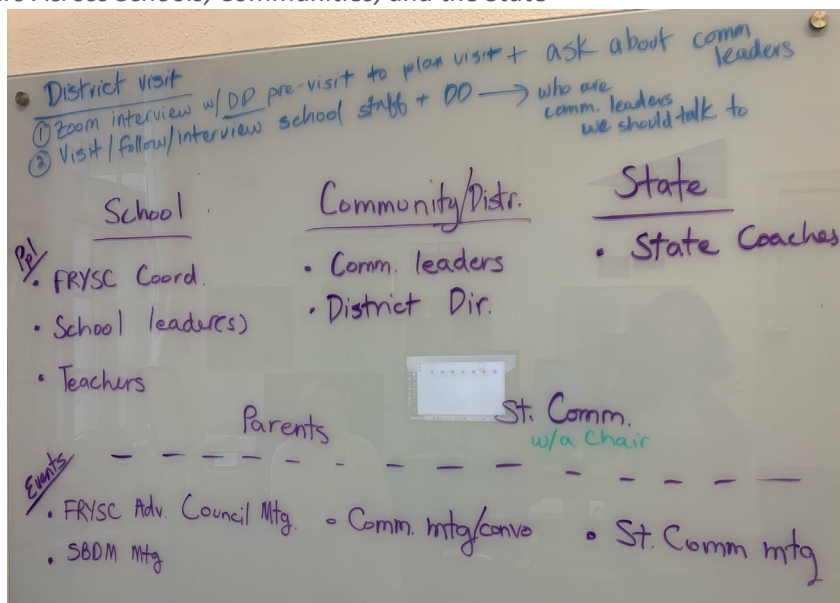
APPROACH

Early conversations during the year with the Prichard Committee and UKEC team members confirmed that there is mutual agreement that EQ 9 focuses on stakeholder *perceptions* of improvement on key staff, family, community, and student indicators. Therefore, during Year 1 of the project, we held a series of meetings to build an understanding and create initial boundaries for who will constitute community, district, and school stakeholders. This sample will develop and grow since this early research, and certainly in EQ 9, is qualitative and iterative by design, and intended to collect rich, thick data for

sensemaking. See Figure 24 below for a frame that demonstrates stakeholders across schools, communities, and the state.

Figure 24.

Stakeholders Across Schools, Communities, and the State



After decisions about focal districts, interview protocols, and observation methods were made, IRBs were (and continue to be obtained). Currently, we are attending gatherings when invited and have been taking jottings in meetings, and then creating fieldnotes and analytic memos to collect early reflections on raw data (see Emersen, et al. 2011). We are also preparing to organize visits to districts to conduct interviews and to observe at school sites and in community meetings (see information about focal districts for further details), which will help with collating broad themes and associations.

FINDINGS

Qualitative data are analyzed concurrently alongside continuous data collection, and once IRBs are completed at the district levels, the amount of data that will be collected will increase, too, since we will be allowed to visit schools and communities. As data are gathered and analyzed, we will be able to present collective findings and think about theoretical implications.

To complement the quantitative evaluation work to be done to assess the extent to which communities, districts, and schools are documenting improvements on key indicators, we included prompts in the observation and interview protocol to gain insight into how participants are understanding and documenting improvements. For example, the interviews include, and are not limited to, the following prompts:

- How will you know if this initiative is working or improving outcomes for students, families, and school staff in your district?
 - Have you already seen any of these outcomes?
 - How has this initiative changed the way community members or families are involved in your school(s) or district?
 - What could help changes to be sustainable?
 - How is your school(s) or district keeping track of changes?
- As you know, this initiative is trying to scale the community school model. How do we know when a school is a “community school”?
 - Probe: Please describe a “community school” for me.
 - Probe: How would you describe a “community school”?

Since we have received IRB approval for a semi-structured interview, we will probe further, as needed, based on each response.

We will also observe participants at events and convenings at the local and state levels. The observation protocol directs researchers to take note of the following:

- How communities, districts, and schools are documenting improvements on indicators.
- What do they see as measures of improvements?

REFLECTIONS AND RECOMMENDATIONS

As with EQ5, we ask that the Prichard Committee continue to facilitate our access to participants and activities for interview and observation data collection. We also ask that the Prichard Committee continue to engage in conversations with the UKEC team about their updated understanding of key performance indicators (including locally developed performance indicators) for staff, family, community, and students. Our findings for this EQ will lay the foundation for building measures related to the four pillars. More generally, our findings from data collection related to this EQ will lead to a more refined approach to answering the EQs in upcoming years of the grant. Specifically for EQ 9, findings

from this stage of fieldwork will help build relationships with community members and families and expand upon participant stakeholders for later participation.

EQ10: TO WHAT EXTENT ARE COMMUNITIES, DISTRICTS, AND SCHOOLS DOCUMENTING SCALED-UP AND SUSTAINABLE PRACTICES REGARDING STAFF, FAMILIES, AND STUDENTS?

APPROACH

As with EQs 5, 7, and 9, our approach to this question in Year 1 was to make sense of terms in the EQ to refine our research design in the next year. In particular, we sought to understand what it means for participants to document “scaled-up” and “sustainable” practices regarding staff, families, and students. We will further refine definitions through engaging in qualitative data collection (i.e., interviews and observations of participants) in Spring 2024.

FINDINGS

As part of our qualitative research design, we have drafted interview protocols that will elicit information from participants that shape our definitions of “scaled-up” and “sustainable” practices regarding staff, families, and students. The following prompts attend to our inquiry:

- What do you think your district or school(s) needs to do for community schools to continue once this initiative (and its associated funding) is over?
 - Probe: What would your district and/or school need to do financially, from a staffing perspective, bureaucratically, socially, etc. for the community school initiative to persist?
- What do you think your district or school(s) need to do for the community schools' model to be successfully implemented over the next few years?
- Who currently “owns” the work of building community schools in your district?
- Who *should* “own” the work of building community schools in your district?
- What do partnerships the school(s) or district have with families or community members/organizations look like? What has facilitated these partnerships?
- What has/would facilitate [parent/community] involvement in leadership roles?

The following prompts from the observation protocol direct evaluators engaging in observation data collection to take note of the following in their observations of participants:

- The ownership of the community schools initiative.
- The capacity for the district to continue this work after the funding period is over.
- The existence or potential for this initiative to spread to other schools in the district.
- What evidence is there that the school/district is moving towards subsequent milestones:
 - A clear rationale for problems various components of initiative will solve.
 - Broadening of leadership and responsibility for this work; and
 - Shared language around the work of community schools.

Since we have received IRB approval for a semi-structure interview, we will probe further, as needed, based on each response.

REFLECTIONS AND RECOMMENDATIONS

As with EQ5, we ask that the Prichard Committee continue to facilitate our access to participants and activities for interview and observation data collection. We also ask that the Prichard Committee continue to engage in conversations with us about their ideas for sustaining and scaling the community schools work. In particular, conversations about how the evaluation work can support sustainability and scaling efforts by the Prichard Committee can inform the findings and recommendations we deliver. Our findings from data collection related to this EQ will lead to a more refined approach to answering the EQs in upcoming years of the grant.

EQ11: TO WHAT EXTENT ARE STUDENTS PREPARED FOR KINDERGARTEN; ACHIEVING ACADEMICALLY; AND SAFE, HEALTHY, AND SUPPORTED BY ENGAGED PARENTS?

APPROACH

The first year of the project was dedicated to designing the impact analyses, identifying comparison groups, checking data availability, and developing the MOU with KY Stats.

SUMMATIVE EVALUATION DESIGN

After consulting with several team members, we decided to use matching techniques and difference-in-differences to compare FSCS schools with comparison groups on outcome variables before and after the implementation of FSCS. This will allow us to minimize pre-existing differences between the two groups. Regarding comparison groups, we decided to use all schools in the state that do not participate in FSCS. To ensure that comparison groups are similar to FSCS schools, we consider using both 1) matching techniques (e.g., exact matching on several key school characteristics) and 2) synthetic control that will create a comparison group by combining existing schools in the pool with appropriate weights. If the outcome variables are only collected among FSCS schools, we will only focus on the progress of the outcomes over the grant years since there are no data available for comparison groups.

DATA AVAILABILITY AND ACCESS

We identified that most data that will be used for the summative evaluation are either publicly available at the school level (e.g., KY DOE school-level aggregated health data) or collected by KY Stats (student-level data) or FRYSC coordinators. To access student-level data, we developed MOU with KY Stats and submitted it, which is currently under review. For the FRYSC data, we met with FRYSC data administrator and checked the availability of the service use data.

FINDINGS

This year was important in laying the foundation for a meaningful study in the final years of the grant. In addition to helping the qualitative team select the focal schools, we initiated an MOU with KYSTATS for data for the impact evaluation. We requested many data elements, including the following:

- Demographic data for students in the treatment and comparison schools as well as:
 - GPA
 - College/career readiness
 - Behavior data from Infinite Campus
 - Courses taken and grades
 - FRYSC data from Infinite Campus
 - LEP (English language proficiency, including home language) status, gifted status, special education status, free/reduced lunch status, drop-out status
 - Attendance and tardiness
- Assessment data
 - ACT (Junior Only)
 - College/Career Readiness

- KSA (or KPREP, not both)
 - Kindergarten Readiness
 - Transition Readiness
- EPSB data for teacher credentials
 - KPEDS data to track student college outcomes (i.e., enrollment, readiness, and attainment), especially for students who attend KCSI high schools.

KHEAA financial aid elements for use 1) as outcome indicators that show the number of scholarship recipients and scholarship amount (since some students may not be able to apply for scholarships without assistance) and 2) as control variables for college persistence and degree attainment. Most impact analyses will be conducted in Years 4 and 5 given that it takes a few years for the KCSI to be in full effect, and it takes at least a couple of years for the administrative data to be collected. Findings will be presented in Years 4 and 5.

REFLECTIONS AND RECOMMENDATIONS

In Year 4, we will present descriptive data showing the progress of KCSI schools in student, teacher, and school outcomes. This will provide insights on whether KCSI makes a difference in these schools. In Year 5, we will provide the summative evaluation results that will compare the outcomes between KCSI schools and comparison schools before and after the implementation of KCSI using matching and difference-in-differences techniques. This result will show whether the progress we observe in Year 4 is caused by the KCSI or some other changes that occurred across the state (e.g., another statewide policy).

CONCLUSION

The Year 1 Summative External Evaluation Report for the United States Department of Education and the Prichard Committee highlights the efforts to ensure accountability for the KCSI project and program investments. Our key findings include the formation of a cohesive and enthusiastic team at the Prichard Committee, with a call for clarity in roles and language to enhance community understanding. Commendations are given for the efficient hiring and onboarding of staff and districts, alongside the committee's agility in adjusting the workplan based on contextual factors. Recommendations include the need for continued communication, co-development of a crosswalk of initiatives, and addressing deficit language in reporting documents. Additionally, we would like to emphasize the importance of

acknowledging feedback, capturing diverse voices, and promoting community meaning-making. The quantitative and qualitative evaluation approaches are outlined, laying the foundation for an overall robust evaluation of the PC's KCSI work.

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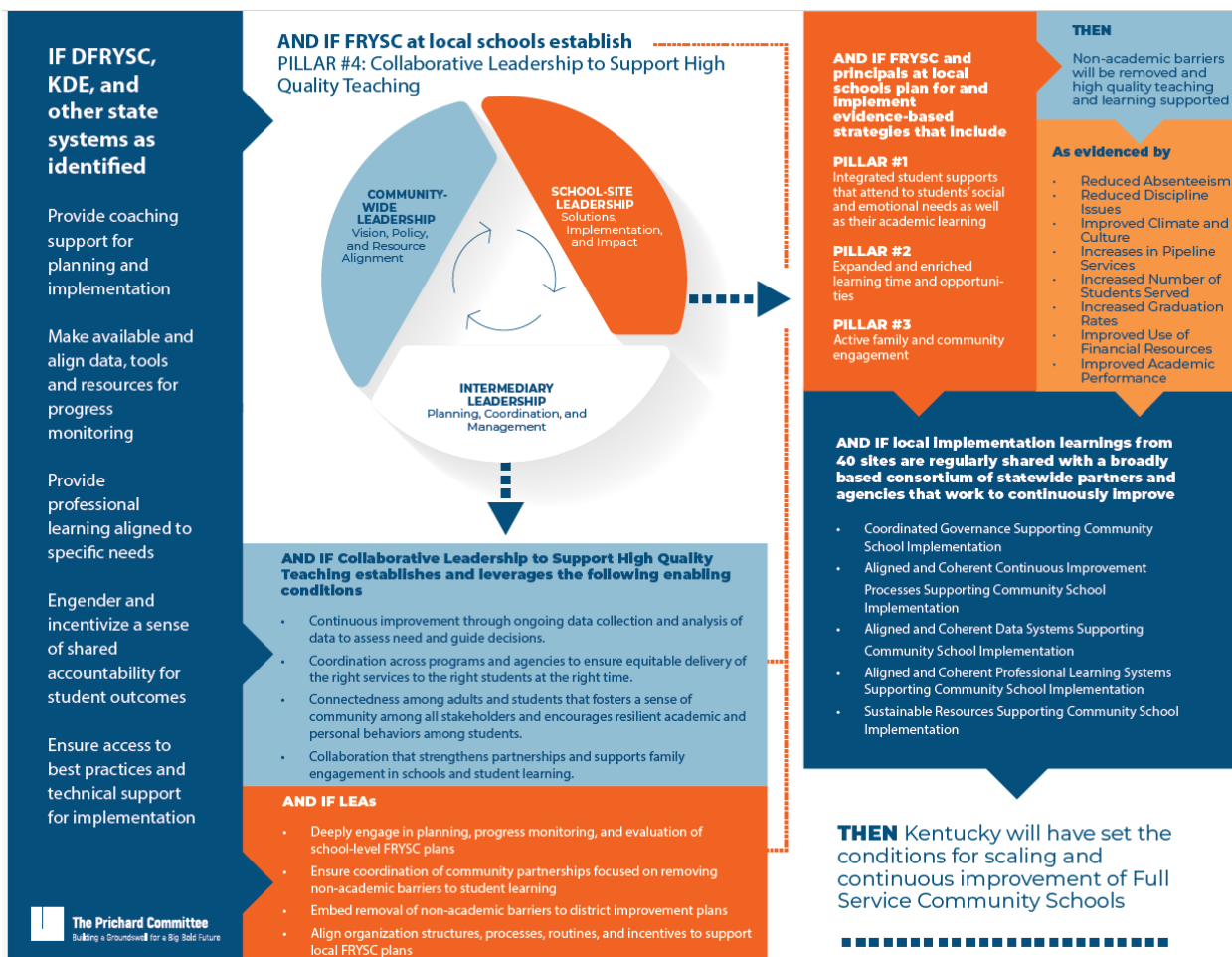
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APPENDICES

APPENDIX 1. LOGIC MODEL



APPENDIX 2. DESCRIPTION OF DATA TO BE COLLECTED AS PART OF CASE STUDIES

PARENT SURVEYS. We will administer online surveys of parents in control and intervention schools to measure some key short-term outcomes including family stability or resiliency; family attendance at community or educational events; and family communication with educators. We will work with school-based staff to recruit a convenience sample of parents as well as rely on snowball sampling strategies to increase our sample size by engaging with parents. We aim to administer parent surveys annually in the spring of Years 2-5 of the study.

OBSERVATION OF SERVICE PROVISION. We will use our observation protocols developed in Year 1 to document the quality and quantity of services provided to students at the intervention schools and to understand the extent to which students at schools that are not formally receiving the intervention are also providing services to children and families who attend their schools. We anticipate that the data we collect through these observation protocols will be especially useful in triangulating and making sense of the impact analyses. We will spend one day per year (in Years 2-5) in each school in the study, coupling the half-day of observation with the focus group or interviews detailed next.

FOCUS GROUPS OR INTERVIEWS WITH SCHOOL STAFF. At schools that are receiving the intervention, as well as schools in the control group, we will conduct annual focus groups or interviews with key staff members who are involved with service provision for students and their families. We plan to use these conversations to better understand supports and barriers in place to meet student needs, as well as the perception school staff have on the progress each school is making towards our short-term and intermediate outcomes of interest.

APPENDIX 3. SURVEYS, INTERVIEW PROTOCOLS, OBSERVATION PROTOCOLS

The following pages are UKEC's collection of survey instruments.

Community Mobilization Readiness

Start of Block: Block 1

Q1 We researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You recently attended a community conversation with Prichard about the Kentucky Community Schools Initiative. We would like to better understand your experience of that session to help inform future sessions. As part of that process, we are asking attendees to respond to an online survey about the community conversation.

If you did not attend the session, please do not take this survey. This survey focuses on topics related to the Kentucky Community Schools Initiative. Participants will receive no direct benefits for their participation in this survey, but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative. We anticipate approximately 30 people per district completing this survey. The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities.

No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators. This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided.

Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely, Dr. Shannon Sampson (shannon.sampson@uky.edu)

End of Block: Block 1

Start of Block: Block 2

Q2 With which district are you affiliated?

▼ Daviess County Public Schools (1) ... Washington County Schools (20)

Q3 What is your relationship to the district? (Please select all that apply.)

- My child currently attends school in the district. (1)
- My child previously attended school in the district. (2)
- My child will attend school in the district in the future. (3)
- I attended school in the district (alumnus/a/i). (4)
- I teach at a school in the district. (5)
- I am a school-level administrator at a school in the district. (6)
- I am a staff member at a school in the district. (7)
- I am a district-level administrator in the district. (8)
- I am a state-level education administrator or other Kentucky policy maker. (9)
- I live in the district and volunteer in or otherwise partner with one or more schools in the district. (10)
- I live and/or work in the district but have no other relationship with the schools. (11)

End of Block: Block 2

Start of Block: Block 3

Q4 At the most recent community conversation you attended, did you feel the correct community partners and other resources were identified during the conversation?

Yes (1)

No (2)

Q5 Would you say you can identify data and resources available to inform decisions related to your district's students?

Yes (1)

No (2)

Q6 Would you say you know how to use data and resources available to inform decisions related to your district's students?

Yes (1)

No (2)

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If At the most recent community conversation you attended, did you feel the correct community partne... = No

Q7 What additional partners or resources exist that were not discussed during the conversation but could help support the Kentucky Community Schools Initiative?

Display This Question:

If Would you say you can identify data and resources available to inform decisions related to your d... = No

And Would you say you know how to use data and resources available to inform decisions related to you... = No

Q8 What supports do you need to assist you in identifying and using data and resources to inform decisions related to your district's students?

End of Block: Block 4

Start of Block: Block 5

Q9 The following items ask you to consider your level of agreement with those issues Prichard cites in demonstrating the need for community schools. Please rate your level of agreement on a scale of 1-4, with 1 indicating "strong disagreement" and 4 indicating "strong agreement."

	Strongly Disagree (1) (1)	Disagree (2) (2)	Agree (3) (3)	Strongly Agree (4) (4)
Barriers to the academic achievement of students in my community put our local economy at risk. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are several obstacles to Kentucky students' well-being which must be addressed. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are several obstacles to Kentucky students' academic success which must be addressed. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student outcomes (e.g., academic achievement and well-being) should be addressed by actively engaging with the local community to understand their unique needs and context. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 These items ask you to consider how important of each of the four pillars is in addressing student outcomes (i.e., academic achievement and well-being) in your community. Please rate the importance of each item on a scale of 1-4, with 1 indicating "not at all important" and 3 indicating "very important."

	Not at All Important (1) (1)	Moderately Important (2) (2)	Very Important (3) (3)
Family and community engagement. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-school supports designed to meet local needs, such as family resources and health services. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student access to expanded learning time and opportunities, such as after-school academic programs. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration and opportunities for shared leadership within schools and across communities. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 5

Start of Block: Block 6

Q11 The following items ask you to consider your knowledge about the community schools model. Please rate your level of agreement on a scale of 1-4, with 1 indicating "strong disagreement" and 4 indicating "strong agreement."

	Strongly Disagree (1) (1)	Disagree (2) (2)	Agree (3) (3)	Strongly Agree (4) (4)
I understand the mission of the Kentucky Community Schools Initiative. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the Kentucky Community Schools Initiative will be implemented. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the implementation of the Kentucky Community Schools Initiative will lead to improved student outcomes (i.e., academic achievement and well-being.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If The following items ask you to consider your knowledge about the community schools model. Please... = I understand the mission of the Kentucky Community Schools Initiative. [Strongly Disagree (1)]

Or The following items ask you to consider your knowledge about the community schools model. Please... = I understand the mission of the Kentucky Community Schools Initiative. [Disagree (2)]

Q12 What additional questions do you have about the Kentucky Community Schools Initiative?

End of Block: Block 7

Start of Block: Block 8

Q13 These items ask you to consider community and school leadership's attitudes towards advancing student outcomes (i.e., academic achievement and well-being) and support for the community schools model. Please rate your level of agreement on a scale of 1-4, with 1 indicating "strong disagreement" and 4 indicating "strong agreement."

	Strongly Disagree (1) (1)	Disagree (2) (2)	Agree (3) (3)	Strongly Agree (4) (4)
Local leaders who are not employed by the school district are concerned about our community's student outcomes (i.e., academic achievement and well-being.) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Local leaders who are not employed by the school district intend to play a key role in implementation of the Kentucky Community Schools Initiative in our district. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school leaders are concerned about our community's student outcomes (i.e., academic achievement and well-being.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leaders intend to play a key role in implementation of the Kentucky Community Schools Initiative. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 The following items ask you to consider your community's attitude toward addressing student outcomes and knowledge of the Kentucky Community Schools Initiative. Please rate your level of agreement on a scale of 1-4, with 1 indicating "strong disagreement" and 4 indicating "strong agreement."

	Strongly Disagree (1) (1)	Disagree (2) (2)	Agree (3) (3)	Strongly Agree (4) (4)
The majority of people in my district support using available resources to address student outcomes (i.e., academic achievement and well-being.) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The majority of people in my district understand how the implementation of the Kentucky Community Schools Initiative will lead to improved student outcomes (i.e., academic achievement and well-being.) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The majority of people in my district believe all community members are responsible for supporting student outcomes (i.e., academic achievement and well-being.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing student outcomes (i.e.,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

academic
achievement and
well-being) is a
priority in my
community. (4)

End of Block: Block 9

Start of Block: Block 10

Q15 These items ask you to consider the resources that are being used/could be used to advance student outcomes and support the community schools model. Please rate your level of agreement on a scale of 1-4, with 1 indicating "strong disagreement" and 4 indicating "strong agreement."

	Strongly Disagree (1) (1)	Disagree (2) (2)	Agree (3) (3)	Strongly Agree (4) (4)
I can identify partnerships in my community which currently advance student outcomes (i.e., academic achievement and well-being). (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify resources and/or organizations in my community that would be interested in collaborating to support student outcomes (i.e., academic achievement and well-being). (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources have been obtained to implement the Kentucky Community Schools Initiative in my community. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 10

Start of Block: Block 11

Q16 This last set of items ask you to consider your role in advancing student outcomes and supporting the Kentucky Community Schools Initiative. Please rate your level of agreement on a scale of 1-4, with 1 indicating "strong disagreement" and 4 indicating "strong agreement."

	Strongly Disagree (1) (1)	Disagree (2) (2)	Agree (3) (3)	Strongly Agree (4) (4)
I believe that I am responsible for supporting the academic success and well-being of students in my community. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am excited about playing a role in the academic success and well-being of students in my community. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify ways I can support the implementation of the Kentucky Community Schools Initiative in my district. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to support the implementation of the Kentucky Community Schools Initiative in my district. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 11

Start of Block: Block 12

Display This Question:

If This last set of items ask you to consider your role in advancing student outcomes and supporting... = I can identify ways I can support the implementation of the Kentucky Community Schools Initiative in my district. [Strongly Agree (4)]

Or This last set of items ask you to consider your role in advancing student outcomes and supporting... = I can identify ways I can support the implementation of the Kentucky Community Schools Initiative in my district. [Agree (3)]

Q17 How do you envision supporting the implementation of the Kentucky Community Schools Initiative in your district?

Display This Question:

If This last set of items ask you to consider your role in advancing student outcomes and supporting... = I can identify ways I can support the implementation of the Kentucky Community Schools Initiative in my district. [Strongly Disagree (1)]

Or This last set of items ask you to consider your role in advancing student outcomes and supporting... = I can identify ways I can support the implementation of the Kentucky Community Schools Initiative in my district. [Disagree (2)]

And This last set of items ask you to consider your role in advancing student outcomes and supporting... = I am excited about playing a role in the academic success and well-being of students in my community. [Strongly Agree (4)]

Or This last set of items ask you to consider your role in advancing student outcomes and supporting... = I am excited about playing a role in the academic success and well-being of students in my community. [Agree (3)]

Q18 How could the Prichard Committee help you identify a role to play in the implementation of the Kentucky Community Schools Initiative?

Q19 What else would you like for us to know about the Kentucky Community Schools Initiative and/or the conversation you attended?

End of Block: Block 12

DD Quarterly Survey: Active Com & Fam Engagement

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a District Director working with a Kentucky Community Schools Initiative school. This survey focuses on topics related to the Kentucky Community Schools Initiative.

Participants will receive no direct benefits for their participation in this survey but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative. We anticipate approximately 20 people across the Initiative completing this survey. The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators.

There are no known risks to participating in this survey. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet. This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. There are no penalties for not participating and you won't lose any services or benefits you choose not to participate. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided.

Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson (shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 1

Q2 Please identify your State Coach.

- Keric Seals (1)
- Andrea Pike-Godd (2)
- Staci Moses (3)
- Andrea McKeehan (4)
- Khatirah Malik (5)

End of Block: Block 1

Start of Block: Y/N

Q27 Please respond yes or no to the following items.

I received from Prichard assistance to engage **the community** in the following activities:

	Yes (1)	No (2)
providing help for parents in supporting needs of students. (1)	<input type="radio"/>	<input type="radio"/>
classes for family and community members. (2)	<input type="radio"/>	<input type="radio"/>
volunteer opportunities. (3)	<input type="radio"/>	<input type="radio"/>
school leadership teams. (4)	<input type="radio"/>	<input type="radio"/>
leadership coaching. (5)	<input type="radio"/>	<input type="radio"/>

Page Break

Q28 Please respond yes or no to the following items.

I received from Prichard assistance to engage **students' families** in the following activities:

	Yes (1)	No (2)
providing help for parents in supporting needs of students. (1)	<input type="radio"/>	<input type="radio"/>
classes for family and community members. (2)	<input type="radio"/>	<input type="radio"/>
volunteer opportunities. (3)	<input type="radio"/>	<input type="radio"/>
school leadership teams. (4)	<input type="radio"/>	<input type="radio"/>
leadership coaching. (5)	<input type="radio"/>	<input type="radio"/>

End of Block: Y/N

Start of Block: Block 2

Q3 Please indicate (yes/no) whether over the past year Prichard provided you with assistance on:

	Yes (1)	No (2)
how to train school staff members in cultural competency to build trusting relationships with your community. (1)	<input type="radio"/>	<input type="radio"/>
how to learn from the experiences of the community so as to inform community schools practice. (2)	<input type="radio"/>	<input type="radio"/>
how to provide families with accessible information about student learning. (3)	<input type="radio"/>	<input type="radio"/>
how to provide accessible information to families about the school system. (4)	<input type="radio"/>	<input type="radio"/>
how to develop your schools' capacity to build shared ownership of student outcomes with families, community members. (5)	<input type="radio"/>	<input type="radio"/>
how to facilitate bidirectional channels of communication between school staff and families. (6)	<input type="radio"/>	<input type="radio"/>
how to engage in all steps of the community schools strategy from planning to evaluation. (7)	<input type="radio"/>	<input type="radio"/>
how to engage parents in advocacy for the educational support for their children. (8)	<input type="radio"/>	<input type="radio"/>
how to build cross-cultural networks between families to support students' development. (9)	<input type="radio"/>	<input type="radio"/>
how to build cross-cultural connections across community organizations to support students' development. (10)	<input type="radio"/>	<input type="radio"/>

how to connect with trusted partner organizations to build family to family relationships. (15)

how to connect with trusted partners to assist with building school connections with community organizations. (16)

how to expand learning opportunities which draw on community knowledge. (11)

how to expand learning opportunities which draw on family knowledge. (12)

how to deliver integrated student supports which draw on community knowledge. (13)

how to deliver integrated supports which draw on family knowledge. (14)

End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to train school staff members in cultural competency to build trusting relationships with your community. [Yes]

Q5 You responded that assistance was provided to you on how to train school staff members in cultural competency to build trusting relationships with your community. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to train school staff members in cultural competency to build trusting relationships with your community. [Yes]

Q40 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to learn from the experiences of the community so as to inform community schools practice. [Yes]

Q7 You responded that assistance was provided to you on how to learn from the experiences of the community so as to inform community schools practice. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to learn from the experiences of the community so as to inform community schools practice. [Yes]

Q8 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to provide families with accessible information about student learning. [Yes]

Q9 You responded that assistance was provided to you on how to provide families with accessible information about student learning. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to provide families with accessible information about student learning. [Yes]

Q10 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to provide accessible information to families about the school system. [Yes]

Q11 You responded that assistance was provided to you on how to provide accessible information to families about the school system. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to provide accessible information to families about the school system. [Yes]

Q27 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to develop your schools' capacity to build shared ownership of student outcomes with families, community members. [Yes]

Q13 You responded that assistance was provided to you on how to develop your schools' capacity to build shared ownership of student outcomes with families, community members. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to develop your schools' capacity to build shared ownership of student outcomes with families, community members. [Yes]

Q28 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate bidirectional channels of communication between school staff and families. [Yes]

Q15 You responded that assistance was provided to you on how to facilitate bidirectional channels of communication between school staff and families. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate bidirectional channels of communication between school staff and families. [Yes]

Q29 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to engage in all steps of the community schools strategy from planning to evaluation. [Yes]

Q17 You responded that assistance was provided to you on how to engage in all steps of the community schools strategy from planning to evaluation. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to engage in all steps of the community schools strategy from planning to evaluation. [Yes]

Q30 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to engage parents in advocacy for the educational support for their children. [Yes]

Q19 You responded that assistance was provided to you on how to engage parents in advocacy for the educational support for their children. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to engage parents in advocacy for the educational support for their children. [Yes]

Q31 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to build cross-cultural networks between families to support students' development. [Yes]

Q21 You responded that assistance was provided to you on how to build cross-cultural networks between families to support students' development. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to build cross-cultural networks between families to support students' development. [Yes]

Q32 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 11

Start of Block: Block 14

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to build cross-cultural connections across community organizations to support students' development. [Yes]

Q38 You responded that assistance was provided to you on how to build cross-cultural connections across community organizations to support students' development. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to build cross-cultural connections across community organizations to support students' development. [Yes]

Q39 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 14

Start of Block: Block 15

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to connect with trusted partner organizations to build family to family relationships. [Yes]

Q40 You responded that assistance was provided to you on how to connect with trusted partner organizations to build family to family relationships. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to connect with trusted partner organizations to build family to family relationships. [Yes]

Q41 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 15

Start of Block: Block 17

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to connect with trusted partners to assist with building school connections with community organizations. [Yes]

Q44 You responded that assistance was provided to you on how to connect with trusted partners to assist with building school connections with community organizations. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to connect with trusted partners to assist with building school connections with community organizations. [Yes]

Q45 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 17

Start of Block: Block 18

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to expand learning opportunities which draw on community knowledge. [Yes]

Q46 You responded that assistance was provided to you on how to expand learning opportunities which draw on community knowledge. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to expand learning opportunities which draw on community knowledge. [Yes]

Q47 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 18

Start of Block: Block 19

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to expand learning opportunities which draw on family knowledge. [Yes]

Q48 You responded that assistance was provided to you on how to expand learning opportunities which draw on family knowledge. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to expand learning opportunities which draw on family knowledge. [Yes]

Q49 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 19

Start of Block: Block 20

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to deliver integrated student supports which draw on community knowledge. [Yes]

Q50 You responded that assistance was provided to you on how to deliver integrated student supports which draw on community knowledge. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to deliver integrated student supports which draw on community knowledge. [Yes]

Q51 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 20

Start of Block: Block 21

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to deliver integrated supports which draw on family knowledge. [Yes]

Q52 You responded that assistance was provided to you on how to deliver integrated student supports which draw on family knowledge. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to deliver integrated supports which draw on family knowledge. [Yes]

Q53 How useful was that assistance to your KCSI schools' facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 21

DD Quarterly Survey: Collaborative Leadership Practices

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a District Director working with a Kentucky Community Schools Initiative school. This survey focuses on topics related to the Kentucky Community Schools Initiative. Participants will receive no direct benefits for their participation in this survey but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative. We anticipate approximately 20 people across the Initiative completing this survey.

The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators.

There are no known risks to participating in this survey. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet.

This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. There are no penalties for not participating, and you won't lose any services or benefits you choose not to participate. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided.

Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson (shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 1

Q2 Please identify your State Coach.

- Keric Seals (1)
- Andrea Pike-Goff (2)
- Stacie Moses (3)
- Andrea McKeehan (4)
- Khatirah Malik (5)

End of Block: Block 1

Start of Block: Block 2

Q3 Please indicate (yes/no) whether over the past year Prichard provided you with assistance on:

	Yes (1)	No (2)
how to engage school leadership in developing a representative leadership team composed of school and community constituencies. (1)	<input type="radio"/>	<input type="radio"/>
how to support the representative leadership team's [composed of school and community constituencies] involvement in the development of plans to support academic outcomes. (2)	<input type="radio"/>	<input type="radio"/>
how to support the representative leadership team's [composed of school and community constituencies] involvement in the development of plans to support nonacademic outcomes. (3)	<input type="radio"/>	<input type="radio"/>
how to encourage representative leadership team's [composed of school and community constituencies] analysis of program quality. (4)	<input type="radio"/>	<input type="radio"/>
how to support capacity-building of all stakeholders to contribute to school improvement. (5)	<input type="radio"/>	<input type="radio"/>
how to facilitate ongoing stakeholder collaboration. (6)	<input type="radio"/>	<input type="radio"/>
how to facilitate ongoing stakeholder leadership. (7)	<input type="radio"/>	<input type="radio"/>
how to actively integrate families into the life of their schools. (8)	<input type="radio"/>	<input type="radio"/>
how to actively integrate community partners into the	<input type="radio"/>	<input type="radio"/>

life of their schools. (9)		
how to actively engage diverse stakeholders to support their community school strategies. (10)	<input type="radio"/>	<input type="radio"/>
how to engage stakeholders (educators, community and families) in all levels of the decision-making process. (15)	<input type="radio"/>	<input type="radio"/>
how to position the FRYSC Coordinator as a key member of the leadership team. (16)	<input type="radio"/>	<input type="radio"/>
how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. (11)	<input type="radio"/>	<input type="radio"/>
how to facilitate school personnel and community partners development of working teams focused on specific issues identified in the school program plan. (12)	<input type="radio"/>	<input type="radio"/>
how to facilitate strategic improvement. (13)	<input type="radio"/>	<input type="radio"/>
how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. (14)	<input type="radio"/>	<input type="radio"/>
how to facilitate celebration of community school successes across your schools' communities. (17)	<input type="radio"/>	<input type="radio"/>
how to facilitate advocacy for community schools across your schools' communities. (18)	<input type="radio"/>	<input type="radio"/>

End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to engage school leadership in developing a representative leadership team composed of school and community constituencies. [Yes]

Q5 You responded that assistance was provided to you on how to engage school leadership in developing a representative leadership team composed of school and community constituencies. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to engage school leadership in developing a representative leadership team composed of school and community constituencies. [Yes]

Q6 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to support the representative leadership team's [composed of school and community constituencies] involvement in the development of plans to support academic outcomes. [Yes]

Q7 You responded that assistance was provided to you on how to support the representative leadership team's involvement in the development of plans to support academic outcomes. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to support the representative leadership team's [composed of school and community constituencies] involvement in the development of plans to support academic outcomes. [Yes]

Q8 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to support the representative leadership team's [composed of school and community constituencies] involvement in the development of plans to support nonacademic outcomes. [Yes]

Q9 You responded that assistance provided to you on how to support the representative leadership team's involvement in the development of plans to support nonacademic outcomes. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to support the representative leadership team's [composed of school and community constituencies] involvement in the development of plans to support nonacademic outcomes. [Yes]

Q10 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to encourage representative leadership team's [composed of school and community constituencies] analysis of program quality. [Yes]

Q11 You responded that assistance was provided to you on how to encourage representative leadership team's analysis of program quality. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to encourage representative leadership team's [composed of school and community constituencies] analysis of program quality. [Yes]

Q27 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to support capacity-building of all stakeholders to contribute to school improvement. [Yes]

Q13 You responded that assistance was provided to you on how to support capacity-building of all stakeholders to contribute to school improvement. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to support capacity-building of all stakeholders to contribute to school improvement. [Yes]

Q28 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate ongoing stakeholder collaboration. [Yes]

Q15 You responded that assistance was provided to you on how to facilitate ongoing stakeholder collaboration. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate ongoing stakeholder collaboration. [Yes]

Q29 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate ongoing stakeholder leadership. [Yes]

Q17 You responded that assistance was provided to you on how to facilitate ongoing stakeholder leadership. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate ongoing stakeholder leadership. [Yes]

Q30 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to actively integrate families into the life of their schools. [Yes]

Q19 You responded that assistance was provided to you on how to actively integrate families into the life of their schools. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to actively integrate families into the life of their schools. [Yes]

Q31 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to actively integrate community partners into the life of their schools. [Yes]

Q21 You responded that assistance was provided to you on how to actively integrate community partners into the life of their schools. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to actively integrate community partners into the life of their schools. [Yes]

Q32 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 11

Start of Block: Block 14

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to actively engage diverse stakeholders to support their community school strategies. [Yes]

Q38 You responded that assistance was provided to you on how to actively engage diverse stakeholders to support their community school strategies. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to actively engage diverse stakeholders to support their community school strategies. [Yes]

Q39 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 14

Start of Block: Block 15

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to engage stakeholders (educators, community and families) in all levels of the decision-making process. [Yes]

Q40 You responded that assistance was provided to you on how to engage stakeholders (educators, community and families) in all levels of the decision-making process. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to engage stakeholders (educators, community and families) in all levels of the decision-making process. [Yes]

Q41 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 15

Start of Block: Block 17

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to position the FRYSC Coordinator as a key member of the leadership team. [Yes]

Q44 You responded that assistance was provided to you on how to position the FRYSC Coordinator as a key member of the leadership team. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to position the FRYSC Coordinator as a key member of the leadership team. [Yes]

Q45 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 17

Start of Block: Block 18

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. [Yes]

Q46 You responded that assistance was provided to you on how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. [Yes]

Q47 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 18

Start of Block: Block 19

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate school personnel and community partners development of working teams focused on specific issues identified in the school program plan. [Yes]

Q39 You responded that assistance was provided to you on how to facilitate school personnel and community partners development of working teams focused on specific issues identified in the school program plan. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate school personnel and community partners development of working teams focused on specific issues identified in the school program plan. [Yes]

Q49 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 19

Start of Block: Block 20

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate strategic improvement. [Yes]

Q50 You responded that assistance was provided to you on how to facilitate strategic improvement. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate strategic improvement. [Yes]

Q51 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 20

Start of Block: Block 21

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. [Yes]

Q52 You responded that assistance was provided to you on how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. [Yes]

Q53 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 21

Start of Block: Block 22

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. [Yes]

Q55 You responded that assistance was provided to you on how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. [Yes]

Q56 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 22

Start of Block: Block 20

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate celebration of community school successes across your schools' communities. [Yes]

Q57 You responded that assistance was provided to you on how to facilitate celebration of community school successes across your schools' communities. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate celebration of community school successes across your schools' communities. [Yes]

Q58 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 20

Start of Block: Block 23

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate advocacy for community schools across your schools' communities. [Yes]

Q59 You responded that assistance was provided to you on how to facilitate advocacy for community schools across your schools' communities. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with assistance on: = how to facilitate advocacy for community schools across your schools' communities. [Yes]

Q60 How useful was that assistance to your KCSI schools in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 23

DD Quarterly Survey: Expanded and Enriched LT

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a District Director working with a Kentucky Community Schools Initiative school. This survey focuses on topics related to the Kentucky Community Schools Initiative. Participants will receive no direct benefits for their participation in this survey but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative.

We anticipate approximately 20 people across the Initiative completing this survey. The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators.

There are no known risks to participating in this survey. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet.

This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. There are no penalties for not participating and you won't lose any services or benefits you choose not to participate. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided.

Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson
(shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 1

Q2 Please identify your State Coach.

- Keric Seals (1)
- Andrea Pike-Goff (2)
- Stacie Moses (3)
- Andrea McKeehan (4)
- Khatirah Malik (5)

End of Block: Block 1

Start of Block: Block 2

Q3 Please indicate (yes/no) whether over the past year Prichard provided you with the following services/resources on:

	Yes (1)	No (2)
how to align expanded and enriched opportunities with your schools' learning goals. (1)	<input type="radio"/>	<input type="radio"/>
how to promote district commitment to after school programs. (2)	<input type="radio"/>	<input type="radio"/>
establishing quality standards for expanded and enriched learning time and opportunities. (3)	<input type="radio"/>	<input type="radio"/>
how to support community partnerships to augment expanded and enriched learning opportunities. (4)	<input type="radio"/>	<input type="radio"/>
how to facilitate schoolwide collaboration in implementation of expanded and enriched learning time and opportunities. (5)	<input type="radio"/>	<input type="radio"/>
how to encourage accommodation of families' needs for supervised settings after school and during the summer. (6)	<input type="radio"/>	<input type="radio"/>
ensuring families have enough information about available resources and voluntary activities. (7)	<input type="radio"/>	<input type="radio"/>
to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. (8)	<input type="radio"/>	<input type="radio"/>
to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) (9)	<input type="radio"/>	<input type="radio"/>

to remove unnecessary barriers to facilities-sharing between the school system and community organizations.
(10)



End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv... = how to align expanded and enriched opportunities with your schools' learning goals. [Yes]

Q5 You responded that assistance was provided to you on how to align expanded and enriched opportunities with your schools' learning goals. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv... = how to align expanded and enriched opportunities with your schools' learning goals. [Yes]

Q6 How useful was that assistance to your KCSI schools' facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 3

Start of Block: Block 4

Display This Question:

*If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv...
= how to promote district commitment to after school programs. [Yes]*

Q7 You responded that assistance was provided to you on how to promote district commitment to after school programs. Please provide an example of this assistance below.

Display This Question:

*If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv...
= how to promote district commitment to after school programs. [Yes]*

Q8 How useful was that assistance to your KCSI schools' facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 4

Start of Block: Block 5

Display This Question:

*If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv...
= establishing quality standards for expanded and enriched learning time and opportunities. [Yes]*

Q9 You responded that assistance was provided to on establishing quality standards for expanded and enriched learning time and opportunities. Please provide an example of this assistance below.

Display This Question:

*If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv...
= establishing quality standards for expanded and enriched learning time and opportunities. [Yes]*

Q10 How useful was that assistance to your KCSI schools' facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv... = how to support community partnerships to augment expanded and enriched learning opportunities. [Yes]

Q11 You responded that assistance was provided to you on how to support community partnerships to augment expanded and enriched learning opportunities. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv... = how to support community partnerships to augment expanded and enriched learning opportunities. [Yes]

Q27 How useful was that assistance to your KCSI schools' facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv... = how to facilitate schoolwide collaboration in implementation of expanded and enriched learning time and opportunities. [Yes]

Q13 You responded that assistance was provided to you on how to facilitate school-wide collaboration in implementation of expanded and enriched learning time and opportunities. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv... = how to facilitate schoolwide collaboration in implementation of expanded and enriched learning time and opportunities. [Yes]

Q28 How useful was that assistance to your KCSI schools' facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv... = how to encourage accommodation of families' needs for supervised settings after school and during the summer. [Yes]

Q15 You responded that assistance was provided to you on how to encourage accommodation of families' needs for supervised settings after school and during the summer. Please provide an example of this assistance below.

Display This Question:

*If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv...
= how to encourage accommodation of families' needs for supervised settings after school and during the
summer. [Yes]*

Q29 How useful was that assistance to your KCSI schools' facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 8

Start of Block: Block 9

Display This Question:

*If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv...
= ensuring families have enough information about available resources and voluntary activities. [Yes]*

Q17 You responded that assistance was provided to you on ensuring families have enough information about available resources and voluntary activities. Please provide an example of this assistance below.

Display This Question:

*If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv...
= ensuring families have enough information about available resources and voluntary activities. [Yes]*

Q30 How useful was that assistance to your KCSI schools' facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv... = to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. [Yes]

Q19 You responded that assistance was provided to you on how to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv... = to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. [Yes]

Q31 How useful was that assistance to your KCSI schools' facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv... = to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) [Yes]

Q21 You responded that assistance was provided to you on how to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv... = to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) [Yes]

Q32 How useful was that assistance to your KCSI schools' facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 11

Start of Block: Block 12

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv... = to remove unnecessary barriers to facilities-sharing between the school system and community organizations. [Yes]

Q33 You responded that assistance was provided to you on how to remove unnecessary barriers to facilities-sharing between the school system and community organizations. Please provide an example of this assistance below.

Display This Question:

*If Please indicate (yes/no) whether over the past year Prichard provided you with the following serv...
= to remove unnecessary barriers to facilities-sharing between the school system and community
organizations. [Yes]*

Q34 How useful was that assistance to your KCSI schools' facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 12

DD Quarterly Survey: Integrated Supports

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a District Director working with a Kentucky Community Schools Initiative school. This survey focuses on topics related to the Kentucky Community Schools Initiative.

Participants will receive no direct benefits for their participation in this survey but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative. We anticipate approximately 20 people across the Initiative completing this survey.

The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators. There are no known risks to participating in this survey. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet.

This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. There are no penalties for not participating and you won't lose any services or benefits you choose not to participate. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided. Thank you in advance for your time. We hope to amplify and respond to your voices through this process.

If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson (shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 1

Q2 Please identify your State Coach.

- Keric Seals (2)
- Andrea Pike-Goff (3)
- Stacie Moses (4)
- Andrea McKeehan (5)
- Khatirah Malik (6)

End of Block: Block 1

Start of Block: Block 2

Q3 Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance on:

	Yes (1)	No (2)
how to connect integrated supports to your schools' instructional programs. (1)	<input type="radio"/>	<input type="radio"/>
how to facilitate collaborative teamwork at your schools to provide integrated student supports. (2)	<input type="radio"/>	<input type="radio"/>
how to conduct a local needs assessment. (3)	<input type="radio"/>	<input type="radio"/>
how to include integrated student supports in your schools' improvement plans. (4)	<input type="radio"/>	<input type="radio"/>
how to cultivate relationships with service providers. (5)	<input type="radio"/>	<input type="radio"/>
how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as "extra" or "less than" teachers and other academically focused staff. (6)	<input type="radio"/>	<input type="radio"/>
how to integrate a whole-child approach into your schools. (7)	<input type="radio"/>	<input type="radio"/>
how to intentionally collaborate within and among schools for the alignment of resources. (8)	<input type="radio"/>	<input type="radio"/>
designing integrated student support services to meet observable/measurable indicators of success. (9)	<input type="radio"/>	<input type="radio"/>

End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to connect integrated supports to your schools' instructional programs. [Yes]

Q5 You responded that assistance was provided to you on how to connect integrated supports to your schools' instructional programs. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to connect integrated supports to your schools' instructional programs. [Yes]

Q6 How useful was that assistance to your KCSI schools' facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to facilitate collaborative teamwork at your schools to provide integrated student supports. [Yes]

Q7 You responded that assistance was provided to you on how to facilitate collaborative teamwork at your schools to provide integrated student supports. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to facilitate collaborative teamwork at your schools to provide integrated student supports. [Yes]

Q8 How useful was that assistance to your KCSI schools' facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to conduct a local needs assessment. [Yes]

Q9 You responded that assistance was provided to you how to conduct a local needs assessment. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to conduct a local needs assessment. [Yes]

Q10 How useful was that assistance to your KCSI schools' facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to include integrated student supports in your schools' improvement plans. [Yes]

Q11 You responded that assistance was provided to you how to how to include integrated student supports in schools' improvement plans. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to include integrated student supports in your schools' improvement plans. [Yes]

Q27 How useful was that assistance to your KCSI schools' facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to cultivate relationships with service providers. [Yes]

Q13 You responded that assistance was provided to you on how to cultivate relationships with service providers. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to cultivate relationships with service providers. [Yes]

Q28 How useful was that assistance to your KCSI schools' facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as “extra” or “less than” teachers and other academically focused staff. [Yes]

Q15 You responded that assistance was provided to you on how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as “extra” or “less than” teachers and other academically focused staff. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as “extra” or “less than” teachers and other academically focused staff. [Yes]

Q29 How useful was that assistance to your KCSI schools' facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to integrate a whole-child approach into your schools. [Yes]

Q17 You responded that assistance was provided to you on how to integrate a whole-child approach into your schools. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to integrate a whole-child approach into your schools. [Yes]

Q30 How useful was that assistance to your KCSI schools' facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to intentionally collaborate within and among schools for the alignment of resources. [Yes]

Q19 You responded that assistance was provided to you on how to intentionally collaborate within and among schools for the alignment of resources. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = how to intentionally collaborate within and among schools for the alignment of resources. [Yes]

Q31 How useful was that assistance to your KCSI schools' facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = designing integrated student support services to meet observable/measurable indicators of success. [Yes]

Q21 You responded that assistance was provided to you on designing integrated student support services to meet observable/measurable indicators of success. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year Prichard provided you with the following assistance = designing integrated student support services to meet observable/measurable indicators of success. [Yes]

Q32 How useful was that assistance to your KCSI schools' facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 11

Start of Block: Block 12

Q23 On a scale of 1-4, with 1 indicating strong disagreement and 4 indicating strong agreement, please respond to the following two items.

Q24 My State Coach's assistance has provided sufficient flexibility to my schools in their choice of services to offer.

- Strongly disagree (1)
- Somewhat disagree (2)
- Somewhat agree (3)
- Strongly agree (4)

Q25 My State Coach's assistance has provided sufficient flexibility to my schools in their choice of implementation strategies.

- Strongly disagree (1)
- Somewhat disagree (2)
- Somewhat agree (3)
- Strongly agree (4)

End of Block: Block 12

FRYSC Advisory Council Survey

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. This survey focuses on topics related to the Kentucky Community Schools Initiative. Specifically, we would like to better understand the 1) FRYSC Advisory Council's involvement in school decision-making and 2) how KCSI resources and services are impacting your school community's knowledge and capacity to implement the four pillars.

This survey is designed to be answered by the FRYSC Coordinator and the following groups who serve on the FRYSC Advisory Council: community members, student family members, and school staff. If you are a District Director, student, school leader or principal, please do not take this survey.

Participants will receive no direct benefits for their participation in this survey but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative. We anticipate approximately 15 people per district completing this survey.

The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities.

There are no known risks to participating in this survey. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators.

This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. There are no penalties for not participating, and you won't lose any services or benefits if you choose not to participate. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided.

Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate. Sincerely, Dr. Shannon Sampson (shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 1

Q2 Please identify your state coach.

Keric Seals (keric@prichardcommittee.org): Scott, (Region 5) Bracken, (Region 7) Dayton, (Region 4) Covington (Region 4)

Andrea Pike-Goff (andreap@prichardcommittee.org): JCPS, (Region 3A/3B) Daviess, (Region 2) Owensboro, (Region 2) McCracken, (Region 1) Paducah (Region 1)

Stacie Moses (stacie@prichardcommittee.org): Warren, (Region 2) Christian, (Region 1) Hopkins (Region 1)

Andrea McKeehan (andream@prichardcommittee.org): Rockcastle, (Region 9) Clark, (Region 10) Carter, (Region 7) Rowan (Region 7)

Khatirah Malik (khatirah@prichardcommittee.org): FCPS, (Region 10) Danville, (Region 10?) Washington, (Region 6) Shelby (Region 5)

- Keric Seals (1)
- Andrea Pike-Goff (2)
- Stacie Moses (3)
- Andrea McKeehan (4)
- Khatirah Malik (5)

Q3 Please identify in what capacity you serve on the FRYSC Advisory Council.

- As the FRYSC Coordinator (1)
- As a community member (2)
- As a family member of a student in the district (3)
- As a school staff member (4)

End of Block: Block 1

Start of Block: Block 2



Q4 Please respond to the following items which ask you about your perceptions regarding your school principal's leadership. Rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
They develop talents across all levels of the school's staff. (Q4_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
They provide leadership opportunities across all levels of the school's staff. (Q4_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When a new task arises, they delegate responsibilities according to an individual's strengths, not by formal titles. (Q4_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 2

Start of Block: Block 3

Q5 The following items ask you to reflect on your principal's involvement of families in school decision making. Please rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
The principal thinks family involvement in problem-solving is central to achieving our school improvement goals. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal regularly communicates with family members about school improvement goals. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When major decisions must be made, families are involved in the decision process in a meaningful way. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal regularly collaborates with family members toward school improvement goals. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal trusts families to advance student outcomes. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family values inform school-wide improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

efforts. (6)

Page Break

Q9 The following items ask you to reflect on your principal's involvement of community members in school decision making. Please rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
The principal thinks community involvement in problem-solving is central to achieving our school improvement goals. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal regularly communicates with community members about school improvement goals. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When major decisions must be made, community members are involved in the decision process in a meaningful way. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal regularly collaborates with community members toward school improvement goals. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal trusts the community to advance student outcomes. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Community values inform school-wide improvement efforts. (6)



Page Break

Q10 The following items ask you to reflect on your principal's involvement of the FRYSC Coordinator in school decision making. Please rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
The principal thinks the FRYSC Coordinator's involvement in problem-solving is central to achieving our school improvement goals. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal regularly communicates with the FRYSC Coordinator about school improvement goals. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When major decisions must be made, the FRYSC Coordinator is involved in the decision process in a meaningful way. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal regularly collaborates with the FRYSC Coordinator toward school improvement goals. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal trusts the FRYSC Coordinator to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

advance student
outcomes. (5)

The four pillars
of community
schools inform
school-wide
improvement
efforts. (6)



Page Break

Q12 The following items ask you to reflect on your district superintendent's involvement of the FRYSC Advisory Council in school decision making. Please rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
The superintendent thinks the FRYSC Advisory Council's involvement in problem-solving is central to achieving our school improvement goals. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The superintendent regularly communicates with the FRYSC Advisory Council about school improvement goals. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When major decisions must be made, the superintendent involves the FRYSC Advisory Council in the decision process in a meaningful way. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The superintendent regularly collaborates with the FRYSC Advisory Council toward school improvement goals. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The superintendent trusts the FRYSC Advisory Council to advance student outcomes. (5)

The four pillars of community schools inform the superintendent's improvement efforts. (6)

Display This Question:

If Please identify in what capacity you serve on the FRYSC Advisory Council. = As the FRYSC Coordinator

Or Please identify in what capacity you serve on the FRYSC Advisory Council. = As a school staff member

Q8 My school principal ensures that the competencies of shared leadership are incorporated into staff development programs.

Strongly disagree (1)

Disagree (2)

Agree (3)

Strongly agree (4)

End of Block: Block 3

Start of Block: Block 4

Q13 Is there anything else you would like to share with us so we can better understand the FRYSC Advisory Council's involvement in your school's decision-making?

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please identify in what capacity you serve on the FRYSC Advisory Council. = As a community member

Or Please identify in what capacity you serve on the FRYSC Advisory Council. = As a family member of a student in the district

Or Please identify in what capacity you serve on the FRYSC Advisory Council. = As a school staff member

Q15 Please rate your level of agreement on a scale of strongly disagree to strongly agree to the following statement:

Assistance provided by the Kentucky Community Schools Initiative has enabled our school to...

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Unsure (5)
develop a result and indicators framework to drive advancement of the four pillars. (Q15_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
identify which data are most useful to school's results and indicators frameworks. (Q15_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
track our school's progress towards implementing the four pillars. (Q15_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
articulate an evidence-based rationale to build a system of Community Schools. (Q15_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand the expectation of our role as a community school. (Q15_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

establish relationships with local partners based on a shared vision. (Q15_6)

create a results-based strategic plan with community partners. (Q15_7)

implement practices which guide school staff and community partners' joint implementation of the four pillars. (Q15_8)

implement policies which guide school staff and community partners' joint implementation of the four pillars. (Q15_9)

partner with the community to provide new academic support opportunities. (Q15_10)

identify local revenue sources, including in-kind contributions, from local

partner agencies.
(Q15_11)

leverage local revenue resources, including in-kind contributions from partner agencies.
(Q15_12)

partner with the community to provide non-academic support opportunities.
(Q15_13)

facilitate professional learning opportunities to deepen integration between in-school and after-school teaching and learning.
(Q15_14)

End of Block: Block 5

FRYSC Coordinator Quarterly Survey: Active Com & Fam Engagement

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a FRYSC Coordinator working with a Kentucky Community Schools Initiative school. This survey focuses on topics related to the Kentucky Community Schools Initiative.

Participants will receive no direct benefits for their participation in this survey but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative. We anticipate approximately 40 people across the Initiative completing this survey. The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators.

There are no known risks to participating in this survey. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet. This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. There are no penalties for not participating and you won't lose any services or benefits you choose not to participate. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided.

Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson (shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 1

Q2 Please identify your State Coach.

- Keric Seals (1)
- Andrea Pike-Godd (2)
- Staci Moses (3)
- Andrea McKeehan (4)
- Khatirah Malik (5)

End of Block: Block 1

Start of Block: Y/N

Q27 Please respond yes or no to the following items.

I received from the Kentucky Community Schools Initiative assistance to engage the community in the following activities:

	Yes (1)	No (2)
providing help for parents in supporting needs of students. (1)	<input type="radio"/>	<input type="radio"/>
classes for family and community members. (2)	<input type="radio"/>	<input type="radio"/>
volunteer opportunities. (3)	<input type="radio"/>	<input type="radio"/>
school leadership teams. (4)	<input type="radio"/>	<input type="radio"/>
leadership coaching. (5)	<input type="radio"/>	<input type="radio"/>

Page Break

Q28 Please respond yes or no to the following items.

I received from the Kentucky Community Schools Initiative assistance to engage students' families in the following activities:

	Yes (1)	No (2)
providing help for parents in supporting needs of students. (1)	<input type="radio"/>	<input type="radio"/>
classes for family and community members. (2)	<input type="radio"/>	<input type="radio"/>
volunteer opportunities. (3)	<input type="radio"/>	<input type="radio"/>
school leadership teams. (4)	<input type="radio"/>	<input type="radio"/>
leadership coaching. (5)	<input type="radio"/>	<input type="radio"/>

End of Block: Y/N

Start of Block: Block 2

Q3 Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative provided you with assistance on:

	Yes (1)	No (2)
how to train school staff members in cultural competency to build trusting relationships with your community. (1)	<input type="radio"/>	<input type="radio"/>
how to learn from the experiences of the community so as to inform community schools practice. (2)	<input type="radio"/>	<input type="radio"/>
how to provide families with accessible information about student learning. (3)	<input type="radio"/>	<input type="radio"/>
how to provide accessible information to families about the school system. (4)	<input type="radio"/>	<input type="radio"/>
how to develop your school's capacity to build shared ownership of student outcomes with families, community members. (5)	<input type="radio"/>	<input type="radio"/>
how to facilitate bidirectional channels of communication between school staff and families. (6)	<input type="radio"/>	<input type="radio"/>
how to engage the community in all steps of the community schools strategy from planning to evaluation. (7)	<input type="radio"/>	<input type="radio"/>
how to engage parents in advocacy for the educational support for their children. (8)	<input type="radio"/>	<input type="radio"/>
how to build cross-cultural networks between families to support students' development. (9)	<input type="radio"/>	<input type="radio"/>
how to build cross-cultural connections across community organizations to support students' development. (10)	<input type="radio"/>	<input type="radio"/>

how to connect with trusted partner organizations to build family to family relationships. (15)

how to connect with trusted partners to assist with building school connections with community organizations. (16)

how to expand learning opportunities which draw on community knowledge. (11)

how to expand learning opportunities which draw on family knowledge. (12)

how to deliver integrated student supports which draw on community knowledge. (13)

how to deliver integrated supports which draw on family knowledge. (14)

End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to train school staff members in cultural competency to build trusting relationships with your community. [Yes]

Q5 You responded that assistance was provided to you on how to train school staff members in cultural competency to build trusting relationships with your community. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to train school staff members in cultural competency to build trusting relationships with your community. [Yes]

Q40 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to learn from the experiences of the community so as to inform community schools practice. [Yes]

Q7 You responded that assistance was provided to you on how to learn from the experiences of the community so as to inform community schools practice. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to learn from the experiences of the community so as to inform community schools practice. [Yes]

Q8 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to provide families with accessible information about student learning. [Yes]

Q9 You responded that assistance was provided to you on how to provide families with accessible information about student learning. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to provide families with accessible information about student learning. [Yes]

Q10 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to provide accessible information to families about the school system. [Yes]

Q11 You responded that assistance was provided to you on how to provide accessible information to families about the school system. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to provide accessible information to families about the school system. [Yes]

Q27 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to develop your school's capacity to build shared ownership of student outcomes with families, community members. [Yes]

Q13 You responded that assistance was provided to you on how to develop your school's capacity to build shared ownership of student outcomes with families, community members. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to develop your school's capacity to build shared ownership of student outcomes with families, community members. [Yes]

Q28 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate bidirectional channels of communication between school staff and families. [Yes]

Q15 You responded that assistance was provided to you on how to facilitate bidirectional channels of communication between school staff and families. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate bidirectional channels of communication between school staff and families. [Yes]

Q29 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to engage the community in all steps of the community schools strategy from planning to evaluation. [Yes]

Q17 You responded that assistance was provided to you on how to engage the community in all steps of the community schools strategy from planning to evaluation. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to engage the community in all steps of the community schools strategy from planning to evaluation. [Yes]

Q30 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to engage parents in advocacy for the educational support for their children. [Yes]

Q19 You responded that assistance was provided to you on how to engage parents in advocacy for the educational support for their children. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to engage parents in advocacy for the educational support for their children. [Yes]

Q31 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to build cross-cultural networks between families to support students' development. [Yes]

Q21 You responded that assistance was provided to you on how to build cross-cultural networks between families to support students' development. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to build cross-cultural networks between families to support students' development. [Yes]

Q32 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 11

Start of Block: Block 14

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to build cross-cultural connections across community organizations to support students' development. [Yes]

Q38 You responded that assistance was provided to you on how to build cross-cultural connections across community organizations to support students' development. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to build cross-cultural connections across community organizations to support students' development. [Yes]

Q39 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 14

Start of Block: Block 15

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to connect with trusted partner organizations to build family to family relationships. [Yes]

Q40 You responded that assistance was provided to you on how to connect with trusted partner organizations to build family to family relationships. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to connect with trusted partner organizations to build family to family relationships. [Yes]

Q41 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 15

Start of Block: Block 17

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to connect with trusted partners to assist with building school connections with community organizations. [Yes]

Q44 You responded that assistance was provided to you on how to connect with trusted partners to assist with building school connections with community organizations. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to connect with trusted partners to assist with building school connections with community organizations. [Yes]

Q45 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 17

Start of Block: Block 18

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to expand learning opportunities which draw on community knowledge. [Yes]

Q46 You responded that assistance was provided to you on how to expand learning opportunities which draw on community knowledge. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to expand learning opportunities which draw on community knowledge. [Yes]

Q47 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 18

Start of Block: Block 19

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to expand learning opportunities which draw on family knowledge. [Yes]

Q48 You responded that assistance was provided to you on how to expand learning opportunities which draw on family knowledge. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to expand learning opportunities which draw on family knowledge. [Yes]

Q49 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 19

Start of Block: Block 20

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to deliver integrated student supports which draw on community knowledge. [Yes]

Q50 You responded that assistance was provided to you on how to deliver integrated student supports which draw on community knowledge. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to deliver integrated student supports which draw on community knowledge. [Yes]

Q51 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 20

Start of Block: Block 21

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to deliver integrated supports which draw on family knowledge. [Yes]

Q52 You responded that assistance was provided to you on how to deliver integrated student supports which draw on family knowledge. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to deliver integrated supports which draw on family knowledge. [Yes]

Q53 How useful was that assistance to your KCSI school's facilitation of active community and family engagement?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 21

FRYSC Coordinator Quarterly Survey: Collaborative Leadership Practices

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a FRYSC Coordinator working with a Kentucky Community Schools Initiative school. This survey focuses on topics related to the Kentucky Community Schools Initiative. Participants will receive no direct benefits for their participation in this survey but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative. We anticipate approximately 40 people across the Initiative completing this survey.

The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators.

There are no known risks to participating in this survey. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet.

This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. There are no penalties for not participating, and you won't lose any services or benefits you choose not to participate. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided.

Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson (shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 1

Q2 Please identify your State Coach.

- Keric Seals (1)
- Andrea Pike-Goff (2)
- Stacie Moses (3)
- Andrea McKeehan (4)
- Khatirah Malik (5)

End of Block: Block 1

Start of Block: Block 2

Q3 Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative provided you with assistance on:

	Yes (1)	No (2)
how to engage school leadership in developing a representative leadership team composed of school and community constituencies. (1)	<input type="radio"/>	<input type="radio"/>
how to support the representative leadership team's [composed of school and community constituencies] involvement in the development of plans to support academic outcomes. (2)	<input type="radio"/>	<input type="radio"/>
how to support the representative leadership team's [composed of school and community constituencies] involvement in the development of plans to support nonacademic outcomes. (3)	<input type="radio"/>	<input type="radio"/>
how to encourage representative leadership team's [composed of school and community constituencies] analysis of program quality. (4)	<input type="radio"/>	<input type="radio"/>
how to support capacity-building of all stakeholders to contribute to school improvement. (5)	<input type="radio"/>	<input type="radio"/>
how to facilitate ongoing stakeholder collaboration. (6)	<input type="radio"/>	<input type="radio"/>
how to facilitate ongoing stakeholder leadership. (7)	<input type="radio"/>	<input type="radio"/>
how to actively integrate families into the life of the school. (8)	<input type="radio"/>	<input type="radio"/>
how to actively integrate community partners into the	<input type="radio"/>	<input type="radio"/>

life of the school. (9)		
how to actively engage diverse stakeholders to support their community school strategy. (10)	<input type="radio"/>	<input type="radio"/>
how to engage stakeholders (educators, community and families) in all levels of the decision-making process. (15)	<input type="radio"/>	<input type="radio"/>
how to position your role as FRYSC Coordinator as a key member of the leadership team. (16)	<input type="radio"/>	<input type="radio"/>
how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. (11)	<input type="radio"/>	<input type="radio"/>
how to facilitate school personnel and community partners development of working teams focused on specific issues identified in the school program plan. (12)	<input type="radio"/>	<input type="radio"/>
how to facilitate strategic improvement. (13)	<input type="radio"/>	<input type="radio"/>
how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. (14)	<input type="radio"/>	<input type="radio"/>
how to facilitate celebration of community school successes across your school's community. (17)	<input type="radio"/>	<input type="radio"/>
how to facilitate advocacy for community schools across your school's community. (18)	<input type="radio"/>	<input type="radio"/>

End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to engage school leadership in developing a representative leadership team composed of school and community constituencies. [Yes]

Q5 You responded that assistance was provided to you on how to engage school leadership in developing a representative leadership team composed of school and community constituencies. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to engage school leadership in developing a representative leadership team composed of school and community constituencies. [Yes]

Q6 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to support the representative leadership team's [composed of school and community constituencies] involvement in the development of plans to support academic outcomes. [Yes]

Q7 You responded that assistance was provided to you on how to support the representative leadership team's involvement in the development of plans to support academic outcomes. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to support the representative leadership team's [composed of school and community constituencies] involvement in the development of plans to support academic outcomes. [Yes]

Q8 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to support the representative leadership team's [composed of school and community constituencies] involvement in the development of plans to support nonacademic outcomes. [Yes]

Q9 You responded that assistance provided to you on how to support the representative leadership team's involvement in the development of plans to support nonacademic outcomes. Please provide an example of that assistance below.

Page Break

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to support the representative leadership team's [composed of school and community constituencies] involvement in the development of plans to support nonacademic outcomes. [Yes]

Q10 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to encourage representative leadership team's [composed of school and community constituencies] analysis of program quality. [Yes]

Q11 You responded that assistance was provided to you on how to encourage representative leadership team's analysis of program quality. Please provide an example of that assistance below.

Page Break

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to encourage representative leadership team's [composed of school and community constituencies] analysis of program quality. [Yes]

Q27 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to support capacity-building of all stakeholders to contribute to school improvement. [Yes]

Q13 You responded that assistance was provided to you on how to support capacity-building of all stakeholders to contribute to school improvement. Please provide an example of that assistance below.

Page Break

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to support capacity-building of all stakeholders to contribute to school improvement. [Yes]

Q28 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate ongoing stakeholder collaboration. [Yes]

Q15 You responded that assistance was provided to you on how to facilitate ongoing stakeholder collaboration. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate ongoing stakeholder collaboration. [Yes]

Q29 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate ongoing stakeholder leadership. [Yes]

Q17 You responded that assistance was provided to you on how to facilitate ongoing stakeholder leadership. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate ongoing stakeholder leadership. [Yes]

Q30 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to actively integrate families into the life of the school. [Yes]

Q19 You responded that assistance was provided to you on how to actively integrate families into the life of the school. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to actively integrate families into the life of the school. [Yes]

Q31 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to actively integrate community partners into the life of the school. [Yes]

Q21 You responded that assistance was provided to you on how to actively integrate community partners into the life of the school. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to actively integrate community partners into the life of the school. [Yes]

Q32 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 11

Start of Block: Block 14

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to actively engage diverse stakeholders to support their community school strategy. [Yes]

Q38 You responded that assistance was provided to you on how to actively engage diverse stakeholders to support their community school strategy. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to actively engage diverse stakeholders to support their community school strategy. [Yes]

Q39 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 14

Start of Block: Block 15

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to engage stakeholders (educators, community and families) in all levels of the decision-making process. [Yes]

Q40 You responded that assistance was provided to you on how to engage stakeholders (educators, community and families) in all levels of the decision-making process. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to engage stakeholders (educators, community and families) in all levels of the decision-making process. [Yes]

Q41 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 15

Start of Block: Block 17

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to position your role as FRYSC Coordinator as a key member of the leadership team. [Yes]

Q44 You responded that assistance was provided to you on how to position your role as FRYSC Coordinator as a key member of the leadership team. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to position your role as FRYSC Coordinator as a key member of the leadership team. [Yes]

Q45 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 17

Start of Block: Block 18

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. [Yes]

Q46 You responded that assistance was provided to you on how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. [Yes]

Q47 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 18

Start of Block: Block 19

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate school personnel and community partners development of working teams focused on specific issues identified in the school program plan. [Yes]

Q39 You responded that assistance was provided to you on how to facilitate school personnel and community partners development of working teams focused on specific issues identified in the school program plan. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate school personnel and community partners development of working teams focused on specific issues identified in the school program plan. [Yes]

Q49 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 19

Start of Block: Block 20

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate strategic improvement. [Yes]

Q50 You responded that assistance was provided to you on how to facilitate strategic improvement. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate strategic improvement. [Yes]

Q51 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 20

Start of Block: Block 21

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. [Yes]

Q52 You responded that assistance was provided to you on how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. [Yes]

Q53 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 21

Start of Block: Block 22

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate celebration of community school successes across your school's community. [Yes]

Q55 You responded that assistance was provided to you on how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate celebration of community school successes across your school's community. [Yes]

Q56 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 22

Start of Block: Block 20

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate celebration of community school successes across your school's community. [Yes]

Q57 You responded that assistance was provided to you on how to facilitate celebration of community school successes across your school's community. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate celebration of community school successes across your school's community. [Yes]

Q58 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 20

Start of Block: Block 23

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate advocacy for community schools across your school's community. [Yes]

Q59 You responded that assistance was provided to you on how to facilitate advocacy for community schools across your school's community. Please provide an example of that assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate advocacy for community schools across your school's community. [Yes]

Q60 How useful was that assistance to your KCSI school in cultivating collaborative leadership practices?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 23

FRYSC Coordinator Quarterly Survey: Expanded and Enriched LT

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a FRYSC Coordinator working with a Kentucky Community Schools Initiative school. This survey focuses on topics related to the Kentucky Community Schools Initiative. Participants will receive no direct benefits for their participation in this survey but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative.

We anticipate approximately 40 people across the Initiative completing this survey. The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators.

There are no known risks to participating in this survey. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet.

This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. There are no penalties for not participating and you won't lose any services or benefits you choose not to participate. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided.

Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson
(shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 1

Q2 Please identify your State Coach.

- Keric Seals (1)
- Andrea Pike-Goff (2)
- Stacie Moses (3)
- Andrea McKeehan (4)
- Khatirah Malik (5)

End of Block: Block 1

Start of Block: Block 2

Q3 Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative provided you with the following services/resources on:

	Yes (1)	No (2)
how to align expanded and enriched opportunities with your school's learning goals. (1)	<input type="radio"/>	<input type="radio"/>
how to promote district commitment to after school programs. (2)	<input type="radio"/>	<input type="radio"/>
establishing quality standards for expanded and enriched learning time and opportunities. (3)	<input type="radio"/>	<input type="radio"/>
how to support community partnerships to augment expanded and enriched learning opportunities. (4)	<input type="radio"/>	<input type="radio"/>
how to facilitate schoolwide collaboration in implementation of expanded and enriched learning time and opportunities. (5)	<input type="radio"/>	<input type="radio"/>
how to encourage accommodation of families' needs for supervised settings after school and during the summer. (6)	<input type="radio"/>	<input type="radio"/>
ensuring families have enough information about available resources and voluntary activities. (7)	<input type="radio"/>	<input type="radio"/>
to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. (8)	<input type="radio"/>	<input type="radio"/>
to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) (9)	<input type="radio"/>	<input type="radio"/>

to remove unnecessary barriers to facilities-sharing between the school system and community organizations.
(10)



End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to align expanded and enriched opportunities with your school's learning goals. [Yes]

Q5 You responded that assistance was provided to you on how to align expanded and enriched opportunities with the school's learning goals. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to align expanded and enriched opportunities with your school's learning goals. [Yes]

Q6 How useful was that assistance to your KCSI school's facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to promote district commitment to after school programs. [Yes]

Q7 You responded that assistance was provided to you on how to promote district commitment to after school programs. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to promote district commitment to after school programs. [Yes]

Q8 How useful was that assistance to your KCSI school's facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = establishing quality standards for expanded and enriched learning time and opportunities. [Yes]

Q9 You responded that assistance was provided to on establishing quality standards for expanded and enriched learning time and opportunities. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = establishing quality standards for expanded and enriched learning time and opportunities. [Yes]

Q10 How useful was that assistance to your KCSI school's facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to support community partnerships to augment expanded and enriched learning opportunities. [Yes]

Q11 You responded that assistance was provided to you on how to support community partnerships to augment expanded and enriched learning opportunities. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to support community partnerships to augment expanded and enriched learning opportunities. [Yes]

Q27 How useful was that assistance to your KCSI school's facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate schoolwide collaboration in implementation of expanded and enriched learning time and opportunities. [Yes]

Q13 You responded that assistance was provided to you on how to facilitate school-wide collaboration in implementation of expanded and enriched learning time and opportunities. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate schoolwide collaboration in implementation of expanded and enriched learning time and opportunities. [Yes]

Q28 How useful was that assistance to your KCSI school's facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to encourage accommodation of families' needs for supervised settings after school and during the summer. [Yes]

Q15 You responded that assistance was provided to you on how to encourage accommodation of families' needs for supervised settings after school and during the summer. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to encourage accommodation of families' needs for supervised settings after school and during the summer. [Yes]

Q29 How useful was that assistance to your KCSI school's facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = ensuring families have enough information about available resources and voluntary activities. [Yes]

Q17 You responded that assistance was provided to you on ensuring families have enough information about available resources and voluntary activities. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = ensuring families have enough information about available resources and voluntary activities. [Yes]

Q30 How useful was that assistance to your KCSI school's facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. [Yes]

Q19 You responded that assistance was provided to you on how to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. [Yes]

Q31 How useful was that assistance to your KCSI school's facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) [Yes]

Q21 You responded that assistance was provided to you on how to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) [Yes]

Q32 How useful was that assistance to your KCSI school's facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 11

Start of Block: Block 12

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = to remove unnecessary barriers to facilities-sharing between the school system and community organizations. [Yes]

Q33 You responded that assistance was provided to you on how to remove unnecessary barriers to facilities-sharing between the school system and community organizations. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = to remove unnecessary barriers to facilities-sharing between the school system and community organizations. [Yes]

Q34 How useful was that assistance to your KCSI school's facilitation of expanded and enriched learning time?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 12

FRYSC Coordinator Quarterly Survey: Integrated Supports

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a FRYSC Coordinator working with a Kentucky Community Schools Initiative school. This survey focuses on topics related to the Kentucky Community Schools Initiative.

Participants will receive no direct benefits for their participation in this survey but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative. We anticipate approximately 40 people across the Initiative completing this survey.

The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators. There are no known risks to participating in this survey. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet.

This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. There are no penalties for not participating and you won't lose any services or benefits you choose not to participate. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided. Thank you in advance for your time. We hope to amplify and respond to your voices through this process.

If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson (shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 1

Q2 Please identify your State Coach.

- Keric Seals (2)
- Andrea Pike-Goff (3)
- Stacie Moses (4)
- Andrea McKeehan (5)
- Khatirah Malik (6)

End of Block: Block 1

Start of Block: Block 2

Q3 Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative provided you with the following assistance on:

	Yes (1)	No (2)
how to connect integrated supports to your school's instructional program. (1)	<input type="radio"/>	<input type="radio"/>
how to facilitate collaborative teamwork at your school to provide integrated student supports. (2)	<input type="radio"/>	<input type="radio"/>
how to conduct a local needs assessment. (3)	<input type="radio"/>	<input type="radio"/>
how to include integrated student supports in your school improvement plans. (4)	<input type="radio"/>	<input type="radio"/>
how to cultivate relationships with service providers. (5)	<input type="radio"/>	<input type="radio"/>
how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as "extra" or "less than" teachers and other academically focused staff. (6)	<input type="radio"/>	<input type="radio"/>
how to integrate a whole-child approach into your school. (7)	<input type="radio"/>	<input type="radio"/>
how to intentionally collaborate within and among schools for the alignment of resources. (8)	<input type="radio"/>	<input type="radio"/>
designing integrated student support services to meet observable/measurable indicators of success. (9)	<input type="radio"/>	<input type="radio"/>

End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to connect integrated supports to your school's instructional program. [Yes]

Q5 You responded that assistance was provided to you on how to connect integrated supports to your school's instructional program. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to connect integrated supports to your school's instructional program. [Yes]

Q6 How useful was that assistance to your KCSI school's facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate collaborative teamwork at your school to provide integrated student supports. [Yes]

Q7 You responded that assistance was provided to you on how to facilitate collaborative teamwork your school to provide integrated student supports. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to facilitate collaborative teamwork at your school to provide integrated student supports. [Yes]

Q8 How useful was that assistance to your KCSI school's facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to conduct a local needs assessment. [Yes]

Q9 You responded that assistance was provided to you how to conduct a local needs assessment. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to conduct a local needs assessment. [Yes]

Q10 How useful was that assistance to your KCSI school's facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to include integrated student supports in your school improvement plans. [Yes]

Q11 You responded that assistance was provided to you how to how to include integrated student supports in your school improvement plans. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to include integrated student supports in your school improvement plans. [Yes]

Q27 How useful was that assistance to your KCSI school's facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to cultivate relationships with service providers. [Yes]

Q13 You responded that assistance was provided to you on how to cultivate relationships with service providers. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to cultivate relationships with service providers. [Yes]

Q28 How useful was that assistance to your KCSI school's facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as “extra” or “less than” teachers and other academically focused staff. [Yes]

Q15 You responded that assistance was provided to you on how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as “extra” or “less than” teachers and other academically focused staff. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as “extra” or “less than” teachers and other academically focused staff. [Yes]

Q29 How useful was that assistance to your KCSI school's facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to integrate a whole-child approach into your school. [Yes]

Q17 You responded that assistance was provided to you on how to integrate a whole-child approach into your school. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to integrate a whole-child approach into your school. [Yes]

Q30 How useful was that assistance to your KCSI school's facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to intentionally collaborate within and among schools for the alignment of resources. [Yes]

Q19 You responded that assistance was provided to you on how to intentionally collaborate within and among schools for the alignment of resources. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = how to intentionally collaborate within and among schools for the alignment of resources. [Yes]

Q31 How useful was that assistance to your KCSI school's facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = designing integrated student support services to meet observable/measurable indicators of success. [Yes]

Q21 You responded that assistance was provided to you on designing integrated student support services to meet observable/measurable indicators of success. Please provide an example of this assistance below.

Display This Question:

If Please indicate (yes/no) whether over the past year the Kentucky Community Schools Initiative pro... = designing integrated student support services to meet observable/measurable indicators of success. [Yes]

Q32 How useful was that assistance to your KCSI school's facilitation of integrated supports?

- Not at all useful (1)
- Slightly useful (2)
- Moderately useful (3)
- Very useful (4)

End of Block: Block 11

Start of Block: Block 12

Q23 On a scale of 1-4, with 1 indicating strong disagreement and 4 indicating strong agreement, please respond to the following two items.

Q24 The assistance the Kentucky Community Schools Initiative has given me has provided sufficient flexibility to my school in its choice of services to offer.

- Strongly disagree (1)
- Somewhat disagree (2)
- Somewhat agree (3)
- Strongly agree (4)

Q25 The assistance the Kentucky Community Schools Initiative has given me has provided sufficient flexibility to my school in its choice of implementation strategies.

- Strongly disagree (1)
- Somewhat disagree (2)
- Somewhat agree (3)
- Strongly agree (4)

End of Block: Block 12

LLT Survey

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. This survey focuses on topics related to the Kentucky Community Schools Initiative. Specifically, we would like to better understand the 1) FRYSC Advisory Council's involvement in school decision-making and 2) how KCSI resources and services are impacting your school community's knowledge and capacity to implement the four pillars.

This survey is designed to be answered by the school leadership in participating KCSI schools.

Participants will receive no direct benefits for their participation in this survey but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative. We anticipate approximately 4 people per district completing this survey. The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities.

There are no known risks to participating in this survey. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators.

This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. There are no penalties for not participating, and you won't lose any services or benefits if you choose not to participate. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided.

Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson
(shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 1



Q2 Please identify your KCSI state coach.

Keric Seals (keric@prichardcommittee.org): Scott, (Region 5) Bracken, (Region 7) Dayton, (Region 4) Covington (Region 4)

Andrea Pike-Goff (andreap@prichardcommittee.org): JCPS, (Region 3A/3B) Daviess, (Region 2) Owensboro, (Region 2) McCracken, (Region 1) Paducah (Region 1)

Stacie Moses (stacie@prichardcommittee.org): Warren, (Region 2) Christian, (Region 1) Hopkins (Region 1)

Andrea McKeehan (andream@prichardcommittee.org): Rockcastle, (Region 9) Clark, (Region 10) Carter, (Region 7) Rowan (Region 7)

Khatirah Malik (khatirah@prichardcommittee.org): FCPS, (Region 10) Danville, (Region 10?) Washington, (Region 6) Shelby (Region 5)

- Keric Seals (1)
- Andrea Pike-Goff (2)
- Stacie Moses (3)
- Andrea McKeehan (4)
- Khatirah Malik (5)



Q3 Please identify your role in the KCSI school.

- I am the principal (1)
- I am the assistant principal (2)
- I serve in another school-level leadership role not aforementioned (3)

End of Block: Block 1

Start of Block: Block 2



Q4 Please respond to the following items which ask you about how you share and distribute leadership across your school. Rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I develop talents across all levels of the school's staff. (Q4_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide leadership opportunities across all levels of the school's staff. (Q4_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When a new task arises, I delegate responsibilities according to an individual's strengths, not by formal titles. (Q4_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Block 2

Start of Block: Block 3



Q5 The following items ask you to reflect on your involvement of families in school decision-making. Please rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
I think family involvement in problem-solving is central to achieving our school improvement goals. (Q5_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly communicate with family members about school improvement goals. (Q5_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When major decisions must be made, families are involved in the decision process in a meaningful way. (Q5_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly collaborate with family members toward school improvement goals. (Q5_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust families to advance student outcomes. (Q5_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family values inform school-wide improvement efforts. (Q5_6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 The following items ask you to reflect on your involvement of community members in school decision making. Please rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
I think community involvement in problem-solving is central to achieving our school improvement goals. (Q9_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly communicate with community members about school improvement goals. (Q9_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When major decisions must be made, community members are involved in the decision process in a meaningful way. (Q9_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly collaborate with community members toward school improvement goals. (Q9_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust the community to advance student outcomes. (Q9_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community values inform school-wide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

improvement
efforts. (Q9_6)

Page Break

Q10 The following items ask you to reflect on your involvement of the FRYSC Coordinator in school decision making. Please rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
I think the FRYSC Coordinator's involvement in problem-solving is central to achieving our school improvement goals. (Q10_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly communicate with the FRYSC Coordinator about school improvement goals. (Q10_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When major decisions must be made, the FRYSC Coordinator is involved in the decision process in a meaningful way. (Q10_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly collaborate with the FRYSC Coordinator toward school improvement goals. (Q10_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust the FRYSC Coordinator to advance student outcomes. (Q10_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The four pillars
of community
schools inform
school-wide
improvement
efforts. (Q10_6)



Page Break



Q12 The following items ask you to reflect on your district superintendent's involvement of the FRYSC Advisory Council in school decision making. Please rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)
The superintendent thinks the FRYSC Advisory Council's involvement in problem-solving is central to achieving our school improvement goals. (Q12_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The superintendent regularly communicates with the FRYSC Advisory Council about school improvement goals. (Q12_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When major decisions must be made, the superintendent involves the FRYSC Advisory Council in the decision process in a meaningful way. (Q12_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The superintendent regularly collaborates with the FRYSC Advisory Council toward school improvement goals. (Q12_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The superintendent trusts the FRYSC Advisory Council to advance student outcomes. (Q12_5)

The four pillars of community schools inform the superintendent's improvement efforts. (Q12_6)



Q8 Our school leadership team ensures that the competencies of shared leadership are incorporated into staff development programs.

- Strongly disagree (1)
- Disagree (2)
- Agree (3)
- Strongly agree (4)

End of Block: Block 3

Start of Block: Block 4

Q13 Is there anything else you would like to share with us so we can better understand the involvement of community members and families in your decision-making?

Q14 Is there anything else you would like to share with us so we can better understand the involvement of the FRYSC Coordinator in your decision-making?

End of Block: Block 4

Start of Block: Block 5_Resources



Q1 Please rate your level of agreement on a scale of strongly disagree to strongly agree to the following statement:

Assistance provided by the Kentucky Community Schools Initiative has enabled our school to...

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Unsure (5)
develop a result and indicators framework to drive advancement of the four pillars. (Q15_1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
identify which data are most useful to school's results and indicators frameworks. (Q15_2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
track our school's progress towards implementing the four pillars. (Q15_3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
articulate an evidence-based rationale to build a system of Community Schools. (Q15_4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand the expectation of our role as a community school. (Q15_5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

establish relationships with local partners based on a shared vision. (Q15_6)

create a results-based strategic plan with community partners. (Q15_7)

implement practices which guide school staff and community partners' joint implementation of the four pillars. (Q15_8)

implement policies which guide school staff and community partners' joint implementation of the four pillars. (Q15_9)

partner with the community to provide new academic support opportunities. (Q15_10)

identify local revenue sources, including in-kind contributions, from local

partner agencies.
(Q15_11)

leverage local revenue resources, including in-kind contributions from partner agencies.
(Q15_12)

partner with the community to provide non-academic support opportunities.
(Q15_13)

facilitate professional learning opportunities to deepen integration between in-school and after-school teaching and learning.
(Q15_14)



End of Block: Block 5_Resources

Prichard Quarterly Survey: Active Com & Fam Engagement

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a Prichard employee providing leadership to the Kentucky Community Schools Initiative school. This survey focuses on topics related to the Kentucky Community Schools Initiative. Participants will receive no direct benefits for their participation in this survey, but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative.

We anticipate approximately 5 people across the Initiative completing this survey. The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators.

This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided. Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson
(shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Y/N

Q29 Please respond Yes or No to the following series of questions.

Q27 We provided assistance to KCSI participants (state coaches, district directors or FRYSC coordinators) to engage the community in:

	Yes (1)	No (2)
helping parents in supporting needs of students. (1)	<input type="radio"/>	<input type="radio"/>
facilitating classes for family and community members. (2)	<input type="radio"/>	<input type="radio"/>
volunteer opportunities. (3)	<input type="radio"/>	<input type="radio"/>
participation on school leadership teams. (4)	<input type="radio"/>	<input type="radio"/>
leadership coaching to support their full participation. (5)	<input type="radio"/>	<input type="radio"/>

Q28 We provided assistance to KCSI participants (state coaches, district directors or FRYSC coordinators) to engage families in:

	Yes (1)	No (2)
helping parents in supporting needs of students. (1)	<input type="radio"/>	<input type="radio"/>
facilitating classes for family and community members. (2)	<input type="radio"/>	<input type="radio"/>
volunteer opportunities. (3)	<input type="radio"/>	<input type="radio"/>
participation on school leadership teams. (4)	<input type="radio"/>	<input type="radio"/>
leadership coaching to support their full participation. (5)	<input type="radio"/>	<input type="radio"/>

End of Block: Y/N

Q3 Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches, district directors, or FRYSC Coordinators) over the past year on:

	Yes (1)	No (2)
how to train school staff members in cultural competency to build trusting relationships with our community. (1)	<input type="radio"/>	<input type="radio"/>
how to learn from the experiences of the community so as to inform community schools' practice. (2)	<input type="radio"/>	<input type="radio"/>
how to provide families with accessible information about student learning. (3)	<input type="radio"/>	<input type="radio"/>
how to provide accessible information to families about the school system. (4)	<input type="radio"/>	<input type="radio"/>
how to develop their school's capacity to build shared ownership of student outcomes with families and community members. (5)	<input type="radio"/>	<input type="radio"/>
how to facilitate bidirectional channels of communication between school staff and families. (6)	<input type="radio"/>	<input type="radio"/>
how to engage in all steps of the community school's strategy from planning to evaluation. (7)	<input type="radio"/>	<input type="radio"/>
how to engage parents in advocacy for the educational support for their children. (8)	<input type="radio"/>	<input type="radio"/>
how to build cross-cultural networks between families to support students' development. (9)	<input type="radio"/>	<input type="radio"/>
how to build cross-cultural connections across community organizations to support students' development. (10)	<input type="radio"/>	<input type="radio"/>

how to connect with trusted partner organizations to build family to family relationships. (15)

how to connect with trusted partners to assist with building school connections with community organizations. (16)

how to expand learning opportunities which draw on community knowledge. (11)

how to expand learning opportunities which draw on family knowledge. (12)

how to deliver integrated student supports which draw on community knowledge. (13)

how to deliver integrated supports which draw on family knowledge. (14)

End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to train school staff members in cultural competency to build trusting relationships with our community. [Yes]

Q5 You responded that you provided assistance on how to train school staff members in cultural competency to build trusting relationships with our community. Please list the assistance provided below.

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to learn from the experiences of the community so as to inform community schools' practice. [Yes]

Q7 You responded that you provided assistance on how to learn from the experiences of the community so as to inform community schools' practice. Please list the assistance provided below.

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to provide families with accessible information about student learning. [Yes]

Q9 You responded that you provided assistance on how to provide families with accessible information about student learning. Please list the assistance provided below.

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to provide accessible information to families about the school system. [Yes]

Q11 You responded that you provided assistance on how to provide accessible information to families about the school system. Please list the assistance provided below.

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to develop their school's capacity to build shared ownership of student outcomes with families and community members. [Yes]

Q13 You responded that you provided assistance on how to develop their school's capacity to build shared ownership of student outcomes with families and community members. Please list the assistance provided below.

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to facilitate bidirectional channels of communication between school staff and families. [Yes]

Q15 You responded that you provided assistance on how to facilitate bidirectional channels of communication between school staff and families. Please list the assistance provided below.

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to engage in all steps of the community school's strategy from planning to evaluation. [Yes]

Q17 You responded that you provided assistance on how to engage in all steps of the community school's strategy from planning to evaluation. Please list the assistance provided below.

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to engage parents in advocacy for the educational support for their children. [Yes]

Q19 You responded that you provided assistance on how to engage parents in advocacy for the educational support for their children. Please list the assistance provided below.

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to build cross-cultural networks between families to support students' development. [Yes]

Q21 You responded that you provided assistance on how to build cross-cultural networks between families to support students' development. Please list the assistance provided below.

End of Block: Block 11

Start of Block: Block 14

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to build cross-cultural connections across community organizations to support students' development. [Yes]

Q38 You responded that you provided assistance on how to build cross-cultural connections across community organizations to support students' development. Please list the assistance provided below.

End of Block: Block 14

Start of Block: Block 15

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to connect with trusted partner organizations to build family to family relationships. [Yes]

Q40 You responded that you provided assistance on how to connect with trusted partner organizations to build family to family relationships. Please list the assistance provided below.

End of Block: Block 15

Start of Block: Block 17

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to connect with trusted partners to assist with building school connections with community organizations. [Yes]

Q44 You responded that you provided assistance on how to connect with trusted partners to assist with building school connections with community organizations. Please list the assistance provided below.

End of Block: Block 17

Start of Block: Block 18

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to expand learning opportunities which draw on community knowledge. [Yes]

Q46 You responded that you provided assistance on how to expand learning opportunities which draw on community knowledge. Please list the assistance provided below.

End of Block: Block 18

Start of Block: Block 19

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to expand learning opportunities which draw on family knowledge. [Yes]

Q48 You responded that you provided assistance on how to expand learning opportunities which draw on family knowledge. Please list the assistance provided below.

End of Block: Block 19

Start of Block: Block 20

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to deliver integrated student supports which draw on community knowledge. [Yes]

Q50 You responded that you provided assistance on how to deliver integrated student supports which draw on community knowledge. Please list assistance provided below.

End of Block: Block 20

Start of Block: Block 21

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to deliver integrated supports which draw on family knowledge. [Yes]

Q52 You responded that you provided assistance on how to deliver integrated student supports which draw on family knowledge. Please list the assistance provided below.

End of Block: Block 21

Prichard Quarterly Survey: Collaborative Leadership Practices

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a Prichard employee providing leadership to the Kentucky Community Schools Initiative school. This survey focuses on topics related to the Kentucky Community Schools Initiative. Participants will receive no direct benefits for their participation in this survey, but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative.

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This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided. Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson
(shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 2

Q3 Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches, district directors or FRYSC Coordinators) over the past year on:

	Yes (1)	No (2)
how to engage school leadership in developing a representative leadership team composed of school and community constituencies. (1)	<input type="radio"/>	<input type="radio"/>
how to support the representative leadership team's involvement in the development of plans to support academic outcomes. (2)	<input type="radio"/>	<input type="radio"/>
how to support the representative leadership team's involvement in the development of plans to support nonacademic outcomes. (3)	<input type="radio"/>	<input type="radio"/>
how to encourage the representative leadership team's analysis of program quality. (4)	<input type="radio"/>	<input type="radio"/>
how to support capacity-building of all stakeholders to contribute to school improvement. (5)	<input type="radio"/>	<input type="radio"/>
how to facilitate ongoing stakeholder collaboration. (6)	<input type="radio"/>	<input type="radio"/>
how to facilitate ongoing stakeholder leadership. (7)	<input type="radio"/>	<input type="radio"/>
how to actively integrate families into the life of the school. (8)	<input type="radio"/>	<input type="radio"/>
how to actively integrate community partners into the life of the school. (9)	<input type="radio"/>	<input type="radio"/>
how to actively engage diverse stakeholders to support their community school strategy. (10)	<input type="radio"/>	<input type="radio"/>

how to engage stakeholders (educators, community and families) in all levels of the decision-making process. (15)



how to position the FRYSC coordinator as a key member of the leadership team. (16)



how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. (11)



how to facilitate the development of working teams composed of school personnel and community partners to focus on specific issues identified in the school program plan. (12)



how to facilitate strategic improvement. (13)



how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. (14)



how to facilitate celebration of community school successes across their community. (17)



how to facilitate advocacy for community schools across their community. (18)



End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to engage school leadership in developing a representative leadership team composed of school and community constituencies. [Yes]

Q5 You responded that you provided assistance on how to engage school leadership in developing a representative leadership team composed of school and community constituencies. Please list the assistance provided below.

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to support the representative leadership team's involvement in the development of plans to support academic outcomes. [Yes]

Q7 You responded that you provided assistance on how to support the representative leadership team's involvement in the development of plans to support academic outcomes. Please list the assistance provided below.

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to support the representative leadership team's involvement in the development of plans to support nonacademic outcomes. [Yes]

Q9 You responded that you provided assistance on how to support the representative leadership team's involvement in the development of plans to support nonacademic outcomes. Please list the assistance provided below.

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to encourage the representative leadership team's analysis of program quality. [Yes]

Q11 You responded that you provided assistance on how to encourage the representative leadership team's analysis of program quality. Please list the assistance provided below.

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to support capacity-building of all stakeholders to contribute to school improvement. [Yes]

Q13 You responded that you provided assistance on how to support capacity-building of all stakeholders to contribute to school improvement. Please list the assistance provided below.

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to facilitate ongoing stakeholder collaboration. [Yes]

Q15 You responded that you provided assistance on how to facilitate ongoing stakeholder collaboration. Please list the assistance provided below.

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to facilitate ongoing stakeholder leadership. [Yes]

Q17 You responded that you provided assistance on how to facilitate ongoing stakeholder leadership. Please list the assistance provided below.

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to actively integrate families into the life of the school. [Yes]

Q19 You responded that you provided assistance on how to actively integrate families into the life of the school. Please list the assistance provided below.

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to actively integrate community partners into the life of the school. [Yes]

Q21 You responded that you provided assistance on how to actively integrate community partners into the life of the school. Please list the assistance provided below.

End of Block: Block 11

Start of Block: Block 14

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to actively engage diverse stakeholders to support their community school strategy. [Yes]

Q38 You responded that you provided assistance on how to actively engage diverse stakeholders to support their community school strategy. Please list the assistance provided below.

End of Block: Block 14

Start of Block: Block 15

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to engage stakeholders (educators, community and families) in all levels of the decision-making process. [Yes]

Q40 You responded that you provided assistance on how to engage stakeholders (educators, community and families) in all levels of the decision-making process. Please list the assistance provided below.

End of Block: Block 15

Start of Block: Block 17

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to position the FRYSC coordinator as a key member of the leadership team. [Yes]

Q44 You responded that you provided assistance on how to position the FRYSC coordinator as a key member of the leadership team. Please list the assistance provided below.

End of Block: Block 17

Start of Block: Block 18

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. [Yes]

Q46 You responded that you provided assistance on how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. Please list the assistance provided below.

End of Block: Block 18

Start of Block: Block 19

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to facilitate the development of working teams composed of school personnel and community partners to focus on specific issues identified in the school program plan. [Yes]

Q39 You responded that you provided assistance on how to facilitate the development of working teams composed of school personnel and community partners to focus on specific issues identified in the school program plan. Please list the assistance provided below.

End of Block: Block 19

Start of Block: Block 20

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to facilitate strategic improvement. [Yes]

Q50 You responded that you provided assistance on how to facilitate strategic improvement. Please list the assistance provided below.

End of Block: Block 20

Start of Block: Block 21

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. [Yes]

Q52 You responded that you provided assistance on how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. Please list the assistance provided below.

End of Block: Block 21

Start of Block: Block 22

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to facilitate celebration of community school successes across their community. [Yes]

Q55 You responded that you provided assistance on how to facilitate celebration of community school successes across their community. Please list the assistance provided below.

End of Block: Block 22

Start of Block: Block 23

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to KCSI participants (state coaches... = how to facilitate advocacy for community schools across their community. [Yes]

Q59 You responded that you provided assistance on how to facilitate advocacy for community schools across their community. Please list the assistance provided below.

End of Block: Block 23

Prichard Quarterly Survey: Expanded and Enriched LT

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a Prichard employee providing leadership to the Kentucky Community Schools Initiative school. This survey focuses on topics related to the Kentucky Community Schools Initiative. Participants will receive no direct benefits for their participation in this survey, but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative.

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This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided. Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson
(shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 2

Q3 Please indicate (Y/N) whether you have provided assistance to KCSI participants (state coaches, district directors or FRYSC Coordinators) over the past year on:

	Yes (1)	No (2)
how to align expanded and enriched opportunities with a school's learning goals. (1)	<input type="radio"/>	<input type="radio"/>
how to promote district commitment to after school programs. (2)	<input type="radio"/>	<input type="radio"/>
establishing quality standards for expanded and enriched learning time and opportunities. (3)	<input type="radio"/>	<input type="radio"/>
how to support community partnerships to augment expanded and enriched learning opportunities. (4)	<input type="radio"/>	<input type="radio"/>
how to facilitate schoolwide collaboration in implementation of expanded and enriched learning time and opportunities. (5)	<input type="radio"/>	<input type="radio"/>
how to encourage accommodation of families' needs for supervised settings after school and during the summer. (6)	<input type="radio"/>	<input type="radio"/>
ensuring families have enough information about available resources and voluntary activities. (7)	<input type="radio"/>	<input type="radio"/>
how to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. (8)	<input type="radio"/>	<input type="radio"/>
how to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) (9)	<input type="radio"/>	<input type="radio"/>

to remove unnecessary barriers to facilities (sharing between the school system and community organizations.) (10)



End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (Y/N) whether you have provided assistance to KCSI participants (state coaches, d... = how to align expanded and enriched opportunities with a school's learning goals. [Yes]

Q5 You responded that you provided assistance on how to align expanded and enriched opportunities with a school's learning goals. Please list the assistance provided below.

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (Y/N) whether you have provided assistance to KCSI participants (state coaches, d... = how to promote district commitment to after school programs. [Yes]

Q7 You responded that you provided assistance on how to promote district commitment to after school programs. Please list the assistance provided below.

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (Y/N) whether you have provided assistance to KCSI participants (state coaches, d... = establishing quality standards for expanded and enriched learning time and opportunities. [Yes]

Q9 You responded that you provided assistance on establishing quality standards for expanded and enriched learning time and opportunities. Please list the assistance provided below.

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (Y/N) whether you have provided assistance to KCSI participants (state coaches, d... = how to support community partnerships to augment expanded and enriched learning opportunities. [Yes]

Q11 You responded that you provided assistance on how to support community partnerships to augment expanded and enriched learning opportunities. Please list the assistance provided below.

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (Y/N) whether you have provided assistance to KCSI participants (state coaches, d... = how to facilitate schoolwide collaboration in implementation of expanded and enriched learning time and opportunities. [Yes]

Q13 You responded that you provided assistance on how to facilitate schoolwide collaboration in implementation of expanded and enriched learning time and opportunities. Please list the assistance provided below.

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (Y/N) whether you have provided assistance to KCSI participants (state coaches, d... = how to encourage accommodation of families' needs for supervised settings after school and during the summer. [Yes]

Q15 You responded that you provided assistance on how to encourage accommodation of families' needs for supervised settings after school and during the summer. Please list the assistance provided below.

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If Please indicate (Y/N) whether you have provided assistance to KCSI participants (state coaches, d... = ensuring families have enough information about available resources and voluntary activities. [Yes]

Q17 You responded that you provided assistance on ensuring families have enough information about available resources and voluntary activities. Please list the assistance provided below.

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (Y/N) whether you have provided assistance to KCSI participants (state coaches, d... = how to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. [Yes]

Q19 You responded that you provided assistance on how to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. Please list the assistance provided below.

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (Y/N) whether you have provided assistance to KCSI participants (state coaches, d... = how to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) [Yes]

Q21 You responded that you provided assistance on how to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) Please list the assistance provided below.

End of Block: Block 11

Start of Block: Block 12

Display This Question:

If Please indicate (Y/N) whether you have provided assistance to KCSI participants (state coaches, d... = to remove unnecessary barriers to facilities (sharing between the school system and community organizations.) [Yes]

Q33 You responded that you provided assistance on how to remove unnecessary barriers to facilities (sharing between the school system and community organizations). Please list the assistance provided below.

End of Block: Block 12

Prichard Quarterly Survey: Integrated Supports

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a Prichard employee providing leadership to the Kentucky Community Schools Initiative school. This survey focuses on topics related to the Kentucky Community Schools Initiative. Participants will receive no direct benefits for their participation in this survey, but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative.

We anticipate approximately 5 people across the Initiative completing this survey. The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators.

This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided. Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson
(shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 2

Q3 Please indicate (Y/N) whether you provided assistance over the past year to KCSI participants (state coaches, district directors, or FRYSC Coordinators) on:

	Yes (1)	No (2)
how to connect integrated supports to a schools' instructional programs. (1)	<input type="radio"/>	<input type="radio"/>
how to facilitate collaborative teamwork at their schools to provide integrated student supports. (2)	<input type="radio"/>	<input type="radio"/>
how to conduct a local needs assessment. (3)	<input type="radio"/>	<input type="radio"/>
how to include integrated student supports in school improvement plans. (4)	<input type="radio"/>	<input type="radio"/>
how to cultivate relationships with service providers. (5)	<input type="radio"/>	<input type="radio"/>
how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as "extra" or "less than" teachers and other academically focused staff. (6)	<input type="radio"/>	<input type="radio"/>
how to integrate a whole-child approach into their school(s). (7)	<input type="radio"/>	<input type="radio"/>
how to intentionally collaborate within and among schools for the alignment of resources. (8)	<input type="radio"/>	<input type="radio"/>
designing integrated student support services to meet observable/measurable indicators of success. (9)	<input type="radio"/>	<input type="radio"/>

End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to KCSI participants (st... = how to connect integrated supports to a schools' instructional programs. [Yes]

Q5 You responded that you provided assistance on how to connect integrated supports to a school's instructional program. Please list the assistance provided below.

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to KCSI participants (st... = how to facilitate collaborative teamwork at their schools to provide integrated student supports. [Yes]

Q7 You responded that you provided assistance on how to facilitate collaborative teamwork at their schools to provide integrated student supports. Please list the assistance provided below.

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to KCSI participants (st... = how to conduct a local needs assessment. [Yes]

Q9 You responded that you provided assistance on how to conduct a local needs assessment. Please list the assistance provided below.

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to KCSI participants (st... = how to include integrated student supports in school improvement plans. [Yes]

Q11 You responded that you provided assistance on how to include integrated student supports in school improvement plans. Please list the assistance provided below.

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to KCSI participants (st... = how to cultivate relationships with service providers. [Yes]

Q13 You responded that you provided assistance on how to cultivate relationships with service providers. Please list the assistance provided below.

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to KCSI participants (st... = how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as "extra" or "less than" teachers and other academically focused staff. [Yes]

Q15 You responded that you provided assistance on how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as "extra" or "less than" teachers and other academically focused staff. Please list the assistance provided below.

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to KCSI participants (st... = how to integrate a whole-child approach into their school(s). [Yes]

Q17 You responded that you provided assistance on how to integrate a whole-child approach into their school(s). Please list the assistance provided below.

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to KCSI participants (st... = how to intentionally collaborate within and among schools for the alignment of resources. [Yes]

Q19 You responded that you provided assistance on how to intentionally collaborate within and among schools for the alignment of resources. Please list the assistance provided below.

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to KCSI participants (st... = designing integrated student support services to meet observable/measurable indicators of success. [Yes]

Q21 You responded that you provided assistance on designing integrated student support services to meet observable/measurable indicators of success. Please list the assistance provided below.

End of Block: Block 11

Start of Block: Block 12

Q23 Please respond to the following two items.

Q24 Assistance shared with state coaches for dissemination provide sufficient flexibility to schools in their choice of services.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

Q25 Assistance shared with state coaches for dissemination provide sufficient flexibility to schools in their choice of implementation strategies.

- Strongly disagree (1)
- Somewhat disagree (2)
- Somewhat agree (3)
- Strongly agree (4)

End of Block: Block 12

State Coaches Quarterly Survey: Active Com & Fam Engagement

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a Kentucky Community Schools Initiative State Coach. This survey focuses on topics related to the Kentucky Community Schools Initiative. Participants will receive no direct benefits for their participation in this survey, but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative.

We anticipate approximately 5 people across the Initiative completing this survey. The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators.

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Sincerely,
Dr. Shannon Sampson
(shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Y/N

Q29 Please respond Yes or No to the following series of questions.

Q27 I provided my District Directors with assistance to engage the community in:

	Yes (1)	No (2)
helping parents in supporting needs of students. (1)	<input type="radio"/>	<input type="radio"/>
facilitating classes for family and community members. (2)	<input type="radio"/>	<input type="radio"/>
volunteer opportunities. (3)	<input type="radio"/>	<input type="radio"/>
participation on school leadership teams. (4)	<input type="radio"/>	<input type="radio"/>
leadership coaching to support their full participation. (5)	<input type="radio"/>	<input type="radio"/>

Q28 I provided my District Directors with assistance to engage families in:

	Yes (1)	No (2)
helping parents in supporting needs of students. (1)	<input type="radio"/>	<input type="radio"/>
classes for family and community members. (2)	<input type="radio"/>	<input type="radio"/>
volunteer opportunities. (3)	<input type="radio"/>	<input type="radio"/>
participation on school leadership teams. (4)	<input type="radio"/>	<input type="radio"/>
leadership coaching to support their full participation. (5)	<input type="radio"/>	<input type="radio"/>

End of Block: Y/N

Start of Block: Block 2

Q3 Please indicate (yes/no) whether you have provided assistance to your District Directors over the past year on:

	Yes (1)	No (2)
how to train their schools' staff members in cultural competency to build trusting relationships with their community. (1)	<input type="radio"/>	<input type="radio"/>
how to learn from the experiences of their communities so as to inform their community schools' practice. (2)	<input type="radio"/>	<input type="radio"/>
how to provide families with accessible information about student learning. (3)	<input type="radio"/>	<input type="radio"/>
how to provide accessible information to families about the school system. (4)	<input type="radio"/>	<input type="radio"/>
how to develop their schools' capacity to build shared ownership of student outcomes with families and community members. (5)	<input type="radio"/>	<input type="radio"/>
how to facilitate bidirectional channels of communication between school staff and families. (6)	<input type="radio"/>	<input type="radio"/>
how to engage the community in all steps of their community schools' strategies from planning to evaluation. (7)	<input type="radio"/>	<input type="radio"/>
how to engage parents in advocacy for the educational support for their children. (8)	<input type="radio"/>	<input type="radio"/>
how to build cross-cultural networks between families to support students' development. (9)	<input type="radio"/>	<input type="radio"/>
how to build cross-cultural connections across community organizations to support students' development. (10)	<input type="radio"/>	<input type="radio"/>

how to connect with trusted partner organizations to build family to family relationships. (15)

how to connect with trusted partners to assist with building school connections with community organizations. (16)

how to expand learning opportunities which draw on community knowledge. (11)

how to expand learning opportunities which draw on family knowledge. (12)

how to deliver integrated student supports which draw on community knowledge. (13)

how to deliver integrated supports which draw on family knowledge. (14)

End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your District Directors over the... = how to train their schools' staff members in cultural competency to build trusting relationships with their community. [Yes]

Q5 You responded that you provided assistance to your district directors on how to train their schools' staff members in cultural competency to build trusting relationships with their communities. Please list the assistance provided below.

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your District Directors over the... = how to learn from the experiences of their communities so as to inform their community schools' practice. [Yes]

Q7 You responded that you provided assistance on how to learn from the experiences of the community so as to inform their community schools' practice. Please list the assistance provided below.

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your District Directors over the... = how to provide families with accessible information about student learning. [Yes]

Q9 You responded that you provided assistance on how to provide families with accessible information about student learning. Please list the assistance provided below.

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your District Directors over the... = how to provide accessible information to families about the school system. [Yes]

Q11 You responded that you provided assistance on how to provide accessible information to families about the school system. Please list the assistance provided below.

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your District Directors over the... = how to develop their schools' capacity to build shared ownership of student outcomes with families and community members. [Yes]

Q13 You responded that you provided assistance on how to develop their schools' capacity to build shared ownership of student outcomes with families and community members. Please list the assistance provided below.

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your District Directors over the... = how to facilitate bidirectional channels of communication between school staff and families. [Yes]

Q15 You responded that you provided assistance on how to facilitate bidirectional channels of communication between school staff and families. Please list the assistance provided below.

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your District Directors over the... = how to engage the community in all steps of their community schools' strategies from planning to evaluation. [Yes]

Q17 You responded that you provided assistance on how to engage the community in all steps of the community schools' strategies from planning to evaluation. Please list the assistance provided below.

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your District Directors over the... = how to engage parents in advocacy for the educational support for their children. [Yes]

Q19 You responded that you provided assistance on how to engage parents in advocacy for the educational support for their children. Please list the assistance provided below.

End of Block: Block 10

Start of Block: Block 11

Display This Question:

*If Please indicate (yes/no) whether you have provided assistance to your District Directors over the...
= how to build cross-cultural networks between families to support students' development. [Yes]*

Q21 You responded that you provided assistance on how to build cross-cultural networks between families to support students' development. Please list the assistance provided below.

End of Block: Block 11

Start of Block: Block 14

Display This Question:

*If Please indicate (yes/no) whether you have provided assistance to your District Directors over the...
= how to build cross-cultural connections across community organizations to support students' development. [Yes]*

Q38 You responded that you provided assistance on how to build cross-cultural connections across community organizations to support students' development. Please list the assistance provided below.

End of Block: Block 14

Start of Block: Block 15

Display This Question:

*If Please indicate (yes/no) whether you have provided assistance to your District Directors over the...
= how to connect with trusted partner organizations to build family to family relationships. [Yes]*

Q40 You responded that you provided assistance on how to connect with trusted partner organizations to build family to family relationships. Please list the assistance provided below.

End of Block: Block 15

Start of Block: Block 17

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your District Directors over the... = how to connect with trusted partners to assist with building school connections with community organizations. [Yes]

Q44 You responded that you provided assistance on how to connect with trusted partners to assist with building school connections with community organizations. Please list the assistance provided below.

End of Block: Block 17

Start of Block: Block 18

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your District Directors over the... = how to expand learning opportunities which draw on community knowledge. [Yes]

Q46 You responded that you provided assistance on how to expand learning opportunities which draw on community knowledge. Please list the assistance provided below.

End of Block: Block 18

Start of Block: Block 19

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your District Directors over the... = how to expand learning opportunities which draw on family knowledge. [Yes]

Q48 You responded that you provided assistance on how to expand learning opportunities which draw on family knowledge. Please list the assistance provided below.

End of Block: Block 19

Start of Block: Block 20

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your District Directors over the... = how to deliver integrated student supports which draw on community knowledge. [Yes]

Q50 You responded that you provided assistance on how to deliver integrated student supports which draw on community knowledge. Please list assistance provided below.

End of Block: Block 20

Start of Block: Block 21

Display This Question:

*If Please indicate (yes/no) whether you have provided assistance to your District Directors over the...
= how to deliver integrated supports which draw on family knowledge. [Yes]*

Q52 You responded that you provided assistance on how to deliver integrated student supports which draw on family knowledge. Please list the assistance provided below.

End of Block: Block 21

State Coaches Quarterly Survey: Collaborative Leadership Practices

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a Kentucky Community Schools Initiative State Coach. This survey focuses on topics related to the Kentucky Community Schools Initiative. Participants will receive no direct benefits for their participation in this survey, but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative.

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Sincerely,
Dr. Shannon Sampson
(shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 2

Q3 Please indicate (yes/no) whether you have provided assistance to your district directors over the past year on:

	Yes (1)	No (2)
how to engage school leadership in developing a representative leadership team composed of school and community constituencies. (1)	<input type="radio"/>	<input type="radio"/>
how to support the representative leadership team's involvement in the development of plans to support academic outcomes. (2)	<input type="radio"/>	<input type="radio"/>
how to support the representative leadership team's involvement in the development of plans to support nonacademic outcomes. (3)	<input type="radio"/>	<input type="radio"/>
how to encourage the representative leadership team's analysis of program quality. (4)	<input type="radio"/>	<input type="radio"/>
how to support capacity-building of all stakeholders to contribute to school improvement. (5)	<input type="radio"/>	<input type="radio"/>
how to facilitate ongoing stakeholder collaboration. (6)	<input type="radio"/>	<input type="radio"/>
how to facilitate ongoing stakeholder leadership. (7)	<input type="radio"/>	<input type="radio"/>
how to actively integrate families into the life of the school. (8)	<input type="radio"/>	<input type="radio"/>
how to actively integrate community partners into the life of the school. (9)	<input type="radio"/>	<input type="radio"/>
how to actively engage diverse stakeholders to support their community school strategy. (10)	<input type="radio"/>	<input type="radio"/>

how to engage stakeholders (educators, community and families) in all levels of the decision-making process. (15)



how to position the FRYSC coordinator as a key member of the leadership team. (16)



how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. (11)



how to facilitate the development of working teams composed of school personnel and community partners to focus on specific issues identified in the school program plan. (12)



how to facilitate strategic improvement. (13)



how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. (14)



how to facilitate celebration of community school successes across their community. (17)



how to facilitate advocacy for community schools across their community. (18)



End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your district directors over the... = how to engage school leadership in developing a representative leadership team composed of school and community constituencies. [Yes]

Q5 You responded that you provided assistance to your district directors on how to engage school leadership in developing a representative leadership team composed of school and community constituencies. Please list the assistance provided below.

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your district directors over the... = how to support the representative leadership team's involvement in the development of plans to support academic outcomes. [Yes]

Q7 You responded that you provided assistance to your district directors on how to support the representative leadership team's involvement in the development of plans to support academic outcomes. Please list the assistance provided below.

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your district directors over the... = how to support the representative leadership team's involvement in the development of plans to support nonacademic outcomes. [Yes]

Q9 You responded that you provided assistance to your district directors on how to support the representative leadership team's involvement in the development of plans to support nonacademic outcomes. Please list the assistance provided below.

End of Block: Block 5

Start of Block: Block 6

Display This Question:

*If Please indicate (yes/no) whether you have provided assistance to your district directors over the...
= how to encourage the representative leadership team's analysis of program quality. [Yes]*

Q11 You responded that you provided assistance to your district directors on how to encourage the representative leadership team's analysis of program quality. Please list the assistance provided below.

End of Block: Block 6

Start of Block: Block 7

Display This Question:

*If Please indicate (yes/no) whether you have provided assistance to your district directors over the...
= how to support capacity-building of all stakeholders to contribute to school improvement. [Yes]*

Q13 You responded that you provided assistance to your district directors on how to support capacity-building of all stakeholders to contribute to school improvement. Please list the assistance provided below.

End of Block: Block 7

Start of Block: Block 8

Display This Question:

*If Please indicate (yes/no) whether you have provided assistance to your district directors over the...
= how to facilitate ongoing stakeholder collaboration. [Yes]*

Q15 You responded that you provided assistance to your district directors on how to facilitate ongoing stakeholder collaboration. Please list the assistance provided below.

End of Block: Block 8

Start of Block: Block 9

Display This Question:

*If Please indicate (yes/no) whether you have provided assistance to your district directors over the...
= how to facilitate ongoing stakeholder leadership. [Yes]*

Q17 You responded that you provided assistance to your district directors on how to facilitate ongoing stakeholder leadership. Please list the assistance provided below.

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your district directors over the... = how to actively integrate families into the life of the school. [Yes]

Q19 You responded that you provided assistance to your district directors on how to actively integrate families into the life of the school. Please list the assistance provided below.

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your district directors over the... = how to actively integrate community partners into the life of the school. [Yes]

Q21 You responded that you provided assistance to your district directors on how to actively integrate community partners into the life of the school. Please list the assistance provided below.

End of Block: Block 11

Start of Block: Block 14

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your district directors over the... = how to actively engage diverse stakeholders to support their community school strategy. [Yes]

Q38 You responded that you provided assistance to your district directors on how to actively engage diverse stakeholders to support their community school strategy. Please list the assistance provided below.

End of Block: Block 14

Start of Block: Block 15

Display This Question:

*If Please indicate (yes/no) whether you have provided assistance to your district directors over the...
= how to engage stakeholders (educators, community and families) in all levels of the decision-making process. [Yes]*

Q40 You responded that you provided assistance to your district directors on how to engage stakeholders (educators, community and families) in all levels of the decision-making process. Please list the assistance provided below.

End of Block: Block 15

Start of Block: Block 17

Display This Question:

*If Please indicate (yes/no) whether you have provided assistance to your district directors over the...
= how to position the FRYSC coordinator as a key member of the leadership team. [Yes]*

Q44 You responded that you provided assistance to your district directors on how to position the FRYSC coordinator as a key member of the leadership team. Please list the assistance provided below.

End of Block: Block 17

Start of Block: Block 18

Display This Question:

*If Please indicate (yes/no) whether you have provided assistance to your district directors over the...
= how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. [Yes]*

Q46 You responded that you provided assistance to your district directors on how to create mechanisms for systems-level collaboration between district, city offices, community-based organizations, and other community partners to align the work of various agencies. Please list the assistance provided below.

End of Block: Block 18

Start of Block: Block 19

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your district directors over the... = how to facilitate the development of working teams composed of school personnel and community partners to focus on specific issues identified in the school program plan. [Yes]

Q39 You responded that you provided assistance to your district directors on how to facilitate the development of working teams composed of school personnel and community partners to focus on specific issues identified in the school program plan. Please list the assistance provided below.

End of Block: Block 19

Start of Block: Block 20

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your district directors over the... = how to facilitate strategic improvement. [Yes]

Q50 You responded that you provided assistance to your district directors on how to facilitate strategic improvement. Please list the assistance provided below.

End of Block: Block 20

Start of Block: Block 21

Display This Question:

If Please indicate (yes/no) whether you have provided assistance to your district directors over the... = how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. [Yes]

Q52 You responded that you provided assistance to your district directors on how to encourage the continuous strengthening of shared ownership across school staff, family and community partners. Please list the assistance provided below.

End of Block: Block 21

Start of Block: Block 22

Display This Question:

*If Please indicate (yes/no) whether you have provided assistance to your district directors over the...
= how to facilitate celebration of community school successes across their community. [Yes]*

Q55 You responded that you provided assistance to your district directors on how to facilitate celebration of community school successes across their community. Please list the assistance provided below.

End of Block: Block 22

Start of Block: Block 23

Display This Question:

*If Please indicate (yes/no) whether you have provided assistance to your district directors over the...
= how to facilitate advocacy for community schools across their community. [Yes]*

Q59 You responded that you provided assistance to your district directors on how to facilitate advocacy for community schools across their community. Please list the assistance provided below.

End of Block: Block 23

State Coaches Quarterly Survey: Expanded and Enriched LT

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a Kentucky Community Schools Initiative State Coach. This survey focuses on topics related to the Kentucky Community Schools Initiative. Participants will receive no direct benefits for their participation in this survey, but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative.

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Sincerely,
Dr. Shannon Sampson
(shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 2

Q3 Please indicate (Y/N) whether you have provided assistance to your district directors over the past year on:

	Yes (1)	No (2)
how to align expanded and enriched opportunities with their schools' learning goals. (1)	<input type="radio"/>	<input type="radio"/>
how to promote district commitment to after school programs. (2)	<input type="radio"/>	<input type="radio"/>
establishing quality standards for expanded and enriched learning time and opportunities. (3)	<input type="radio"/>	<input type="radio"/>
how to support community partnerships to augment expanded and enriched learning opportunities. (4)	<input type="radio"/>	<input type="radio"/>
how to facilitate schoolwide collaboration in implementation of expanded and enriched learning time and opportunities. (5)	<input type="radio"/>	<input type="radio"/>
how to encourage accommodation of families' needs for supervised settings after school and during the summer. (6)	<input type="radio"/>	<input type="radio"/>
ensuring families have enough information about available resources and voluntary activities. (7)	<input type="radio"/>	<input type="radio"/>
how to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. (8)	<input type="radio"/>	<input type="radio"/>
how to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) (9)	<input type="radio"/>	<input type="radio"/>

how to remove unnecessary barriers to facilities (sharing between the school system and community organizations.) (10)



End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (Y/N) whether you have provided assistance to your district directors over the past year on how to align expanded and enriched opportunities with their schools' learning goals. [Yes]

Q5 You responded that you provided assistance to your district directors on how to align expanded and enriched opportunities with their schools' learning goals. Please list the assistance provided below.

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (Y/N) whether you have provided assistance to your district directors over the past year on how to promote district commitment to after school programs. [Yes]

Q7 You responded that you provided assistance to your district directors on how to promote district commitment to after school programs. Please list the assistance provided below.

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (Y/N) whether you have provided assistance to your district directors over the past year on establishing quality standards for expanded and enriched learning time and opportunities. [Yes]

Q9 You responded that you provided assistance to your district directors on establishing quality standards for expanded and enriched learning time and opportunities. Please list the assistance provided below.

End of Block: Block 5

Start of Block: Block 6

Display This Question:

*If Please indicate (Y/N) whether you have provided assistance to your district directors over the pa...
= how to support community partnerships to augment expanded and enriched learning opportunities. [Yes]*

Q11 You responded that you provided assistance to your district directors on how to support community partnerships to augment expanded and enriched learning opportunities. Please list the assistance provided below.

End of Block: Block 6

Start of Block: Block 7

Display This Question:

*If Please indicate (Y/N) whether you have provided assistance to your district directors over the pa...
= how to facilitate schoolwide collaboration in implementation of expanded and enriched learning time and opportunities. [Yes]*

Q13 You responded that you provided assistance to your district directors on how to facilitate schoolwide collaboration in implementation of expanded and enriched learning time and opportunities. Please list the assistance provided below.

End of Block: Block 7

Start of Block: Block 8

Display This Question:

*If Please indicate (Y/N) whether you have provided assistance to your district directors over the pa...
= how to encourage accommodation of families' needs for supervised settings after school and during the summer. [Yes]*

Q15 You responded that you provided assistance to your district directors on how to encourage accommodation of families' needs for supervised settings after school and during the summer. Please list the assistance provided below.

End of Block: Block 8

Start of Block: Block 9

Display This Question:

*If Please indicate (Y/N) whether you have provided assistance to your district directors over the pa...
= ensuring families have enough information about available resources and voluntary activities. [Yes]*

Q17 You responded that you provided assistance to your district directors on ensuring families have enough information about available resources and voluntary activities. Please list the assistance provided below.

End of Block: Block 9

Start of Block: Block 10

Display This Question:

*If Please indicate (Y/N) whether you have provided assistance to your district directors over the pa...
= how to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. [Yes]*

Q19 You responded that you provided assistance to your district directors on how to engage teachers, nonteaching staff and community organizations as key partners in delivering expanded and enriched learning time and opportunities. Please list the assistance provided below.

End of Block: Block 10

Start of Block: Block 11

Display This Question:

*If Please indicate (Y/N) whether you have provided assistance to your district directors over the pa...
= how to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) [Yes]*

Q21 You responded that you provided assistance to your district directors on how to incorporate community participation into every point of the delivery process (program design to evaluation to program improvement.) Please list the assistance provided below.

End of Block: Block 11

Start of Block: Block 12

Display This Question:

*If Please indicate (Y/N) whether you have provided assistance to your district directors over the pa...
= how to remove unnecessary barriers to facilities (sharing between the school system and community organizations.) [Yes]*

Q33 You responded that you provided assistance to your district directors on how to remove unnecessary facility barriers (sharing between the school system and community organizations). Please list the assistance provided below.

End of Block: Block 12

State Coaches Quarterly Survey: Integrated Supports

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey since you are a Kentucky Community Schools Initiative State Coach. This survey focuses on topics related to the Kentucky Community Schools Initiative. Participants will receive no direct benefits for their participation in this survey, but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative.

We anticipate approximately 5 people across the Initiative completing this survey. The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators.

This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. Prichard will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided. Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson
(shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 2

Q3 Please indicate (Y/N) whether you provided assistance over the past year to your district directors on:

	Yes (1)	No (2)
how to connect integrated supports to their schools' instructional program. (1)	<input type="radio"/>	<input type="radio"/>
how to facilitate collaborative teamwork at their schools to provide integrated student supports. (2)	<input type="radio"/>	<input type="radio"/>
how to conduct a local needs assessment. (3)	<input type="radio"/>	<input type="radio"/>
how to include integrated student supports in school improvement plans. (4)	<input type="radio"/>	<input type="radio"/>
how to cultivate relationships with service providers. (5)	<input type="radio"/>	<input type="radio"/>
how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as "extra" or "less than" teachers and other academically focused staff. (6)	<input type="radio"/>	<input type="radio"/>
how to integrate a whole-child approach into their schools. (7)	<input type="radio"/>	<input type="radio"/>
how to intentionally collaborate within and among schools for the alignment of resources. (8)	<input type="radio"/>	<input type="radio"/>
designing integrated student support services to meet observable/measurable indicators of success. (9)	<input type="radio"/>	<input type="radio"/>

End of Block: Block 2

Start of Block: Block 3

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to your district directors on how to connect integrated supports to their schools' instructional programs. [Yes]

Q5 You responded that you provided assistance to your district directors on how to connect integrated supports to their schools' instructional programs. Please list the assistance provided below.

End of Block: Block 3

Start of Block: Block 4

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to your district directors on how to facilitate collaborative teamwork at their schools to provide integrated student supports. [Yes]

Q7 You responded that you provided assistance to your district directors on how to facilitate collaborative teamwork at their schools to provide integrated student supports. Please list the assistance provided below.

End of Block: Block 4

Start of Block: Block 5

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to your district directors on how to conduct a local needs assessment. [Yes]

Q9 You responded that you provided assistance to your district directors on how to conduct a local needs assessment. Please list the assistance provided below.

End of Block: Block 5

Start of Block: Block 6

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to your district directors on how to include integrated student supports in school improvement plans. [Yes]

Q11 You responded that you provided assistance to your district directors on how to include integrated student supports in their schools' improvement plans. Please list the assistance provided below.

End of Block: Block 6

Start of Block: Block 7

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to your district directors on how to cultivate relationships with service providers. [Yes]

Q13 You responded that you provided assistance to your district directors on how to cultivate relationships with service providers. Please list the assistance provided below.

End of Block: Block 7

Start of Block: Block 8

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to your district directors on how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as "extra" or "less than" teachers and other academically focused staff. [Yes]

Q15 You responded that you provided assistance on how to create a school environment in which providers of integrated supports are a central part of the learning environment itself, rather than viewed as "extra" or "less than" teachers and other academically focused staff. Please list the assistance provided below.

End of Block: Block 8

Start of Block: Block 9

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to your district directors on how to integrate a whole-child approach into their schools. [Yes]

Q17 You responded that you provided assistance to your district directors on how to integrate a whole-child approach into their schools. Please list the assistance provided below.

End of Block: Block 9

Start of Block: Block 10

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to your district directors on how to intentionally collaborate within and among schools for the alignment of resources. [Yes]

Q19 You responded that you provided assistance to your district directors on how to intentionally collaborate within and among schools for the alignment of resources. Please list the assistance provided below.

End of Block: Block 10

Start of Block: Block 11

Display This Question:

If Please indicate (Y/N) whether you provided assistance over the past year to your district directors on designing integrated student support services to meet observable/measurable indicators of success. [Yes]

Q21 You responded that you provided assistance to your district directors on designing integrated student support services to meet observable/measurable indicators of success. Please list the assistance provided below.

End of Block: Block 11

Start of Block: Block 12

Q23 Please respond to the following two items.

Q24 Assistance shared with district directors provides sufficient flexibility to their schools in their choice of services.

- Strongly disagree (1)
 - Somewhat disagree (2)
 - Somewhat agree (3)
 - Strongly agree (4)
-

Q25 Assistance shared with district directors provides sufficient flexibility to their schools in their choice of implementation strategies.

- Strongly disagree (1)
- Somewhat disagree (2)
- Somewhat agree (3)
- Strongly agree (4)

End of Block: Block 12

Teachers' Use of Community Assets Survey

Start of Block: Default Question Block

Q1 We are researchers from the University of Kentucky working with Prichard Committee for Academic Excellence. You are being invited to take this survey because you are a teacher working in a Kentucky Community Schools Initiative school. This survey focuses on topics related to the Kentucky Community Schools Initiative. At the end of this survey, you may provide information to enter a raffle among teachers at your school for the chance to win \$100. Otherwise, participants will receive no direct benefits for their participation in this survey, but may derive feelings of satisfaction from the knowledge that they have helped inform the Initiative.

We anticipate approximately 500 teachers across the Initiative completing this survey. The evaluation findings will be used to improve implementation. Also, knowledge gained will be disseminated to the academic literature so other state education systems can gain insights into how schools can be a place for building strong, healthy communities. No names, IP addresses, or any other identifiable information will be collected with these survey responses. We will make every effort to safeguard your data. However, we cannot guarantee the security of data obtained via the internet. The deidentified data from this project may be used in the future for publications and annual evaluation reports by researchers and evaluators.

This survey should take about 10 minutes to complete, and you can stop at any time. Please note that you do not have to take this survey. Prichard, and your school supervisors, will not know whether or not you take this survey. You may also quit the survey at any time; however, we may use the anonymous responses you have already provided. Thank you in advance for your time. We hope to amplify and respond to your voices through this process. If you have complaints, suggestions, or questions about your rights as a research volunteer, contact the staff in the University of Kentucky Office of Research Integrity at 859-257-9428 or toll-free at 1-866-400-9428. By continuing with the survey you are consenting to participate.

Sincerely,
Dr. Shannon Sampson
(shannon.sampson@uky.edu)

End of Block: Default Question Block

Start of Block: Block 1

Q1 With which district are you affiliated?

▼ Bracken County School District (1) ... Rowan County Schools (20)

End of Block: Block 1

Start of Block: Block 2

Q4 The following statements ask you to consider your knowledge about the community schools model. Please rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly disagree (1)	Somewhat disagree (2)	Somewhat agree (3)	Strongly agree (4)
I understand the mission of the Kentucky Community Schools Initiative. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the Kentucky Community Schools Initiative will be implemented. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how the implementation of the Kentucky Community Schools Initiative will lead to improved student outcomes (i.e., academic achievement and well-being.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 What additional questions do you have about the Kentucky Community Schools Initiative?

Q6 The following statements ask you to consider your knowledge and perceptions around community assets to support your students' outcomes (i.e., academic and well-being). Please rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly disagree (1)	Somewhat disagree (2)	Somewhat agree (3)	Strongly agree (4)
I know what community resources and/or organizations are available to support my students' needs (i.e., academic and well-being.) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to access the community resources and/or organizations that are available to support my students. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what community resources and/or organizations are available to support my classroom instruction. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how to access the community resources and/or organizations that are available to support my instruction. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important for teachers to access community resources and/or partnerships to support students' outcomes (i.e.,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

academic and well-being). (5)

Thinking about ways to incorporate community resources and/or partnerships to support my students' outcomes is burdensome. (6)

I feel confident to support my students' outcomes (i.e., academic and well-being) thanks to the community resources and/or organizations that are available to me. (7)



Page Break

Q17 I have accessed community resources and/or organizations to support my students' outcomes (e.g., academic and well-being) this past year.

Yes (1)

No (2)

Display This Question:

If I have accessed community resources and/or organizations to support my students' outcomes (e.g.,... = Yes

Q7 Please list the community resources/organizations that you have accessed this past year to support your students' outcomes.

Page Break

Q18 I have accessed community resources and/or organizations to support my classroom instruction this past year.

Yes (1)

No (2)

Display This Question:

If I have accessed community resources and/or organizations to support my classroom instruction this... = Yes

Q19 Please list the community resources/organizations that you have accessed this past year to support your classroom instruction.

Page Break

Q8 What additional kinds of community resources and/or organizations would be helpful for supporting your classroom instruction or students' outcomes?

Q10 What kinds of support(s) would be helpful to make access to community resources and/or organizations easier?

End of Block: Block 3

Start of Block: Block 4

Q12 The following statements ask you to consider your school's use of community assets to support students' needs (i.e., academic and well-being). Please rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly disagree (1)	Somewhat disagree (2)	Somewhat agree (3)	Strongly agree (4)
My school integrates community resources and/or organizations to support students' outcomes (i.e., academic and well-being). (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's use of community resources and/or organizations has promoted active engagement from my students' families. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's use of community resources and/or organizations has created expanded learning time and opportunities for my students. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's use of community resources and/or organizations has deepened integration between in-school and after-school teaching and learning. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's use of community resources and/or	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

organizations
has allowed me
to return my
focus to
classroom
instruction. (5)

Q13 What, if any, changes have you seen in your students as a result of your school's use of community assets?

End of Block: Block 4

Start of Block: Block 5

Q14 The following statements ask you to consider your collaboration with school and community leaders to access community assets. Please rate your level of agreement on a scale of strongly disagree to strongly agree.

	Strongly disagree (1)	Somewhat disagree (2)	Somewhat agree (3)	Strongly agree (4)
I collaborate with my principal to access community resources and/or organizations. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collaborate with my FRYSC coordinator to access community resources and/or organizations. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collaborate with other teachers to access community resources and/or organizations. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collaborate with students' families to access community resources and/or organizations. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I collaborate with community leaders to access community resources and/or organizations. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 What additional comments do you have about your experience of collaborating with others to access community resources and/or organizations?

End of Block: Block 5

Start of Block: Block 6

Q16 Thank you for your completion of the survey! Please follow this link to enter a raffle among teachers at your school for the chance to win

\$100: https://uky.az1.qualtrics.com/jfe/form/SV_1Y9T8DhcWCITWf4

End of Block: Block 6
