



UNIVERSITY OF CENTRAL FLORIDA

**Procurement Services**

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Orlando, FL 32816

**ADDENDUM**

IMPORTANT DOCUMENT – INVITATION TO NEGOTIATE

ITN NUMBER: 2025-14OCSA

ITN TITLE: Evaluation of Florida’s Community Partnership Schools and UCF’s  
Statewide Impact

OPENING DATE & TIME: July 13, 2026; 3:00 PM EST

ADDENDUM NUMBER: I                      ADDENDUM DATE: June 29, 2026

**The purpose of this addendum is to answer questions asked during the q/a period.**

PLEASE ACKNOWLEDGE RECEIPT OF THIS ADDENDUM AND RETURN IT WITH YOUR OFFER. FAILURE TO SIGN AND RETURN WITH YOUR OFFER COULD RESULT IN REJECTION OF YOUR OFFER.

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PROPOSERS SIGNATURE

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PRINT OR TYPE PROPOSER’S NAME

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1. Vendor Question: What level of coordination or engagement is expected between the selected CPS evaluator and the Unlimited Potential Initiative led by UCF Center for Community Schools? For example, should the evaluator plan to attend steering committee meetings or other cross-initiative convenings to stay informed about emerging learnings, implementation updates, and opportunities for alignment?

*UCF Answer: This ITN is focused on the CPS initiative and will have limited overlap with the UPI grant, except in schools receiving both grants. The Evaluator should plan to meet with the UCF Center for Community Schools leadership team to provide updates and gather information. The Evaluator should be flexible to attend committee or stakeholder meetings to share preliminary findings as well as final results.*

2. Vendor Question: Looking back at the prior evaluation conducted under ITN1912NCSA, Evaluation of UCF Center for Community Schools, what were three strengths of that evaluation effort, and what were three areas or activities that UCF Center for Community Schools would have liked to see improved?

*UCF Answer: The Evaluation conducted previously was thorough and many insightful results were shared. The evaluators were working with limited student level dosage data, which is a strength due to the ability to still conduct a robust evaluation. Key Performance Indicators were developed as a part of this evaluation, and it would have been helpful for that to be accompanied by an implementation plan and some potential assistance with that implementation to direct improvement. At the time the previous evaluation was conducted, the UCF CCS did not have an evaluator on staff. For this evaluation, it will be important for the evaluators to work closely with the assessment and evaluation staff at the UCF CCS and be prepared to discuss more in-depth or transparently about methods, full findings, and approaches.*

*In addition to assessing site-level outcomes for the upcoming evaluation, the UCF CCS seeks to evaluate its own systemic impact. The selected vendor will assess the efficacy, relevance, and value-add of the Center's statewide infrastructure—specifically its training, technical assistance, and certification framework. The evaluation should determine the extent to which the Center's capacity-building efforts directly contribute to enhanced model fidelity, continuous quality improvement, and the operational success of partners in the field.*

3. Vendor Question: Section 1.3 of the RFP refers to data-rich environments in which multiple sources of student, family, and program data are available, while also noting constraints related to student data privacy, HIPAA requirements, and data-sharing agreements. Can UCF Center for Community Schools provide additional detail on the types of data that are currently available at participating sites and the data maintained centrally by UCF CCS that the selected evaluator would be permitted to access? This information would help bidders plan appropriately for primary data collection and assess how existing data sources can support the evaluation design.

*UCF Answer: Data that is available may vary some by site, school district, and lead non-profit. Data sources and potential data sources are listed below along with their sources:*

- 1. CPS Grant Application (pre-implementation; UCF Center for Community Schools (CCS))*
- 2. Quarterly Reports from each school site (UCF CCS)*
  - a. "counts" of students served or services provided per quarter including number of hours for certain services/activities*
  - b. Narrative portions*
  - c. Inventory of programs and services*
- 3. Cost Sharing Reports*
- 4. ROI Reports*
- 5. Other Deliverables (e.g. organization chart, needs assessments or progress reviews, progression data (FDOE testing data, End of Course Exam Scores, etc))*
- 6. All schoolwide data points available through FDOE*
- 7. UCF CCS CPS Certification data (fidelity assessment done at year 5 for CPS sites with a "check point" called Certification Readiness at year 3)*
  - a. Certification or Readiness Report (written by UCF CCS Certification Review Team)*
    - Qualitative narrative*
    - Strengths*
    - Recommendations*
    - Rubric with ratings of the 12 standards*
  - b. Certification Surveys*
    - Qualtrics surveys for students, parents, and stakeholders of Community Partnership Schools*
    - 3 surveys per school going through the Certification assessment process*
  - c. Internal Review from Certification Process (written by the site director)*
    - Includes a self-study (narrative and rating of the standards) and evidence documents submitted to support that narrative/ratings*

*If UCF has a data sharing agreement (DSA) with the school district the following data should be available:*

- Student demographics, grade level, courses, etc.*
- Course grades*
- Daily school attendance*
- Behavioral data (referrals, suspensions)*

*If UCF has a DSA and the site is entering programmatic data into the data management platform, the following may be available:*

- Student program attendance data (dosage data) that is linked to the grades, attendance and behavioral data that comes from the school district*

*Other data points may be available through the school site, the managing non-profit, or data collection conducted at the site level. It may be possible to add additional data points from FDOE to the student records recorded in our contracted data management platform or obtain de-identified data files for an entire community school.*

*The evaluator would not be given identified student level data. However, it may be possible to provide some student level de-identified data.*

4. Vendor Question: What is the budget for this evaluation?

*UCF Answer: Up to \$110k for Years 1-2 of the evaluation; up to \$380k for Years 3-5. However, Suppliers are encouraged to submit their most competitive and responsive proposal based on the requirements outlined in the solicitation.*

5. Vendor Question: Is qualitative data collection expected to be conducted in person, virtually, or a hybrid?

*UCF Answer: Hybrid*

6. Vendor Question: Has UCF conducted an evaluation of the Community Partnership Schools model before? If so, who was the evaluator, and are they eligible to submit a proposal for this evaluation?

*UCF Answer: Yes, the American Institutes for Research previously evaluated the CPS model. The evaluation began around 2020 and the report was published. AIR would be eligible to submit a proposal for this ITN.*

7. Vendor Question: What decisions will UCF CPS leadership make based on this evaluation?

*UCF Answer: This evaluation will inform legislative and budget decisions as well as implementation efforts. Most of all, this evaluation will inform continuous improvement efforts long-term.*

8. Vendor Question: What are the top 3–5 outcomes (quantitative and qualitative) will CPS be intended to improve? If you can include targets, even better

*UCF Answer: Prior research indicates that implementing a community school has the largest academic impact on the “learning gains for the lowest 25%” of students around years 2-3 of implementation. After that, the largest academic impact is seen in “learning gains” for the entire school. We have seen improvements in graduation rates, school climate, student behavior, and school attendance (citations can be provided). Most school data is focused around attendance, behavior, and course grades. Community Partnership Schools put education first, in part, by helping to remove barriers to learning so other possible outcomes include increased engagement by parents (which studies show has a positive impact on academics and other areas), increases in the number of students with a medical home or who have received the vaccinations needed per the vaccination schedule, or fewer students reporting a lack of food at home. Anecdotally, we see improvements in student self-determination, stress reduction for parents, higher job satisfaction for teachers, and increased community cohesiveness.*

*Ultimately, the goal of Community Partnership Schools is to improve child well-being and support the whole child. This strategic collaboration is dedicated to cultivating an educational environment that is attuned to the unique needs of the community, drawing upon the diverse strengths and insights offered by the contributing partners. KPIs were developed as part of the 2022 evaluation that was conducted and include:*

- 1. Students successfully referred and then enrolled in CPS activities/services*
- 2. Family engagement in CPS activities and services*
- 3. Successful CPS referrals (percent of student, family or community member referrals that result in enrollment in a CPS program or service)*
- 4. Sustained contacts with CPS students and families (optional)*
- 5. Sustained participation in expanded learning*
- 6. Cross-year retention in expanded learning*
- 7. Expanded learning participation hours*
- 8. Positive developmental experiences in expanded learning*
- 9. More immediate youth development outcomes (based on self-reported benefits from participating in expanded learning offerings)*
- 10. Parent and family member education or skill attainment*
- 11. Student learning gains in English/language arts*
- 12. Student learning gains in mathematics*
- 13. Course passage*
- 14. Cumulative GPA*
- 15. Grade promotion (high school)*
- 16. Graduation rate*
- 17. Student attendance*
- 18. Student disciplinary incidents*
- 19. Well-child visits*
- 20. CPS staff developments*
- 21. CPS staff retention*
- 22. Teacher retention*
- 23. Intern support*
- 24. Positive school climate*
- 25. Academically at-risk students enrolled in CPS activities and services*
- 26. Learning gains for students scoring below proficient on the standardized test for ELA*
- 27. Learning gains for students scoring below proficient on standardized test for mathematics*
- 28. Improved course passage*
- 29. Improved cumulative GPA*
- 30. Improved credits earned*
- 31. Behaviorally at risk students enrolled in CPS activities and services*
- 32. Improved school day attendance from prior year*
- 33. Improved school day attendance for students who are deemed “chronically absent”*

### *34. Reduced disciplinary incidents*

*In addition to assessing site-level outcomes, the UCF CCS seeks to evaluate its own systemic impact. The selected vendor will assess the efficacy, relevance, and value-add of the Center's statewide infrastructure; specifically its training, technical assistance, and certification framework. The evaluation should determine the extent to which the Center's capacity-building efforts directly contribute to enhanced model fidelity, continuous quality improvement, and the operational success of partners in the field.*

#### 9. Vendor Question: What does success look like after five years?

*UCF Answer: A clearer picture will have emerged of the progress and impact of Community Partnership Schools, CPS successes, CPS challenges, and guidance for the field for continuous improvement at each level of our collective work.*

#### 10. Vendor Question: What evidence would convince leadership that CPS is successful?

*UCF Answer: The evaluation and continuous improvement efforts will function as preventative and early intervention guardrails for our schools as the initiative grows. Broader research suggests a variety of positive impacts from the implementation of various community schooling models or strategies, but the CPS model is distinct and documented evidence of CPS impact is needed. Overall, the goal is improved child well-being and positively impacting the whole child, so there are a variety of outcomes that would speak to success in the CPS model. Success of the UCF CCS would look like meeting our strategic goals and positively impacting the field.*

#### 11. Vendor Question: What evidence would convince leadership that CPS needs significant changes?

*UCF Answer: CPS practices continuous improvement and data will help to optimize decision making. Evidence that arises through the evaluation process would be more likely to highlight needs (such as a training in the field or new resources to support the work), current areas needing more focus, or areas of struggle. Findings may also indicate changes needed in the approach of the Center for supporting the field. We are open to all feedback from a well conducted analysis.*

#### 12. Vendor Question: What questions must the evaluation answer for funders, policymakers, and school districts?

*UCF Answer: It is important for this initiative to gauge the impact CPS makes on students, schools and communities. It would be beneficial to demonstrate aspects of the model that make the largest impact ("move the needle"). Stakeholders are typically interested in improvements in academics (test scores), behavior and attendance. These three areas make up the primary contributors to school grades. While we do not claim to affect school grades, this is often the lens through which legislators and districts look at the work being done.*

*In addition to assessing site-level outcomes, the UCF CCS seeks to evaluate its own systemic impact. The selected vendor will assess the efficacy, relevance, and value-add of the Center's*

*statewide infrastructure; specifically its training, technical assistance, and certification framework. The evaluation should determine the extent to which the Center's capacity-building efforts directly contribute to enhanced model fidelity, continuous quality improvement, and the operational success of partners in the field.*

13. Vendor Question: Who owns the CPS strategy and has final approval authority?

*UCF Answer: The University of Central Florida Center for Community Schools will retain final approval authority for this evaluation. While the CPS strategy is not owned by any single entity, it is stewarded by the UCF Center for Community Schools through its certification process and ongoing efforts to support the highest-quality implementation of community schools across the state of Florida. See **Community School Grant Program** (Florida Statutes § 1003.64)*

14. Vendor Question: What continuous improvement methodology, if any is being used today in CPS program?

*UCF Answer: Continuous improvement is done through several processes. First, sites receive trainings, technical assistance and coaching on best practices and components of the model from the UCF CCS Technical Assistance team. Second, all sites are expected to achieve certification status by year 5. In year 3 a certification readiness assessment is done as a checkpoint to assess progress, provide guidance, and review the components of the model as outlined in the Standards. Third, sites are provided with a data management system that, if a DSA is in place, provides real-time student data (grades, attendance, behavior) and an Early Warning Dashboard (based on those data points) to help sites identify and target at-risk students. Fourth, sites are expected to submit deliverables and reports quarterly that require them to reflect on progress and continuous improvement. And fifth, as a part of the model, sites are expected to be regularly collecting, reviewing and assessing student outcome data, program implementation, and student/community needs.*

15. Vendor Question: Is there a documented theory of change or logic model for CPS?

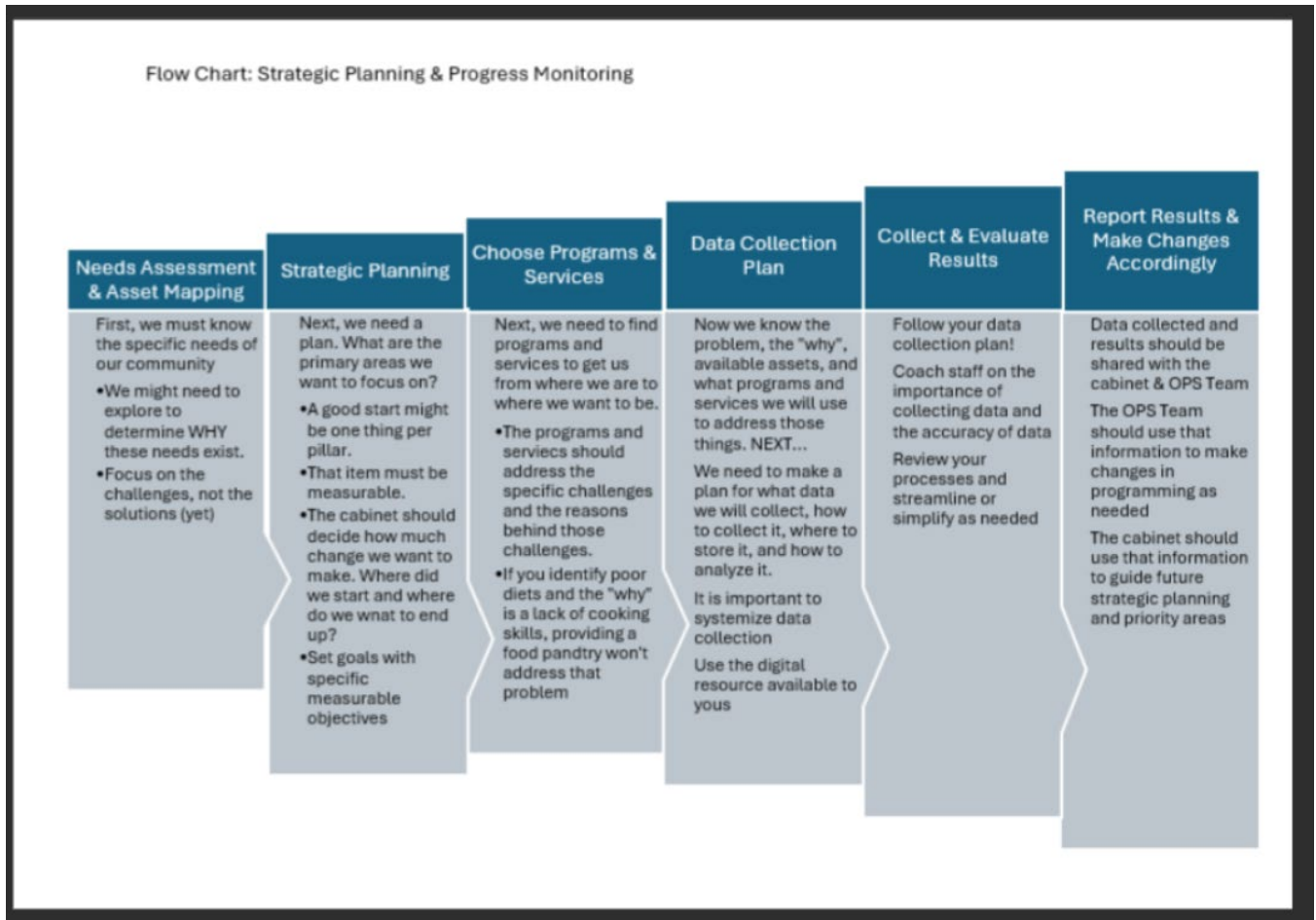
*UCF Answer:*



**COMMUNITY PARTNERSHIP SCHOOLS™ LOGIC MODEL**

<b>Inputs</b> <i>resources needed to operate</i>	<b>Strategies</b> <i>activities implemented to achieve change</i>	<b>Outputs</b> <i>direct results of program activities</i>	<b>Short-term Outcomes</b> <i>initial changes resulting from activities</i>	<b>Long-term Outcomes</b> <i>"big picture" changes resulting from activities</i>
CPS Director CPS Hub Team Core Partners: school district, nonprofit agency, university, healthcare provider Leadership Cabinet and committees 25-year MOU/commitment Funding/resources Relevant providers Knowledge and support from school personnel, parent organizations, and community UCF CPS Certification Standards	Health, behavioral health, social, and family support services  Family engagement: education, leadership, volunteerism  Professional development (school staff and community)  Expanded learning opportunities: before-and after-school, weekend, and holiday  Collaborative leadership  Linkages between school and partners/providers  Needs assessment  System of continual improvement	Increased social and emotional intelligence  Basic health needs are fulfilled  Integration of healthcare services into school day  Comprehensive learning supports  Integrated academic enrichment to support children's intellectual, social, emotional, and physical development  High quality, engaging instructional and enrichment programs  Partner/provider integration into school day	Students are ready to enter school  Students attend school consistently  Students are actively involved in their learning and their community  Students receive supports according to their needs  Families are increasingly involved in their children's education  Increased engagement between schools and families/communities	Students succeed academically  Students and families are healthier socially, physically, and emotionally  School is supportive of students and families  Students learn in a safe, supportive, stable environment  Community is a desirable place to live

*The intended flow/use of strategic planning, progress monitoring and data collection looks like this:*



16. Vendor Question: What knowledge and training of this methodology exists across CPS schools?

*UCF Answer: Sites are guided about the components of the model (see Standards) through the certification assessment process (model fidelity assessment). Guidance is also provided through trainings, technical assistance and coaching from the UCF CCS. The UCF CCS provides resources and tools to support these processes. When a grant is first awarded, onboarding occurs and there are on-going trainings available through our Training Academy online. Part of this evaluation will include assessing the efficacy, relevance, and value-add of the Center's statewide infrastructure; specifically its training, technical assistance, and certification framework. The evaluation should determine the extent to which the Center's capacity-building efforts directly contribute to enhanced model fidelity, continuous quality improvement, and the operational success of partners in the field.*

17. Vendor Question: Are capabilities in CI consistent across schools or vary significantly?

*UCF Answer: Continuous improvement is based on various components and many moving pieces including length of implementation and site-level factors. CPS non-profit leaders are the conveners and leaders of operational CI at their sites.*

18. Vendor Question: What are the required components of CPS that every school must implement?

*UCF Answer: Grant Deliverables and Certification standards are the required components aligned to specific time scales (Annual for Deliverables, and 5 years for Certification). Certification is a model fidelity assessment conducted in year 5, with a "Certification readiness assessment" that occurs in year 3. The certification assessment is based on a set of 12 standards that aim to articulate the components of the model. Each standard has a set of indicators, but the 12 overarching categories are:*

<b>1</b>	<b>Partnership</b>	<b>5</b>	<b>Integrated Community Partnership School Framework</b>	<b>9</b>	<b>Volunteering</b>
<b>2</b>	<b>Collaborative Leadership, Governance, and Structure</b>	<b>6</b>	<b>Expanded Learning Opportunities</b>	<b>10</b>	<b>University/College Assistance</b>
<b>3</b>	<b>Foundational Principles</b>	<b>7</b>	<b>Comprehensive Wellness Supports</b>	<b>11</b>	<b>Evaluation</b>
<b>4</b>	<b>Staffing</b>	<b>8</b>	<b>Family and Community Engagement</b>	<b>12</b>	<b>Sustainability</b>

19. Vendor Question: What aspects of CPS can schools adapt locally?

*UCF Answer: We are a placed based initiative. Core components of the model are outlined in the Standards, but sites can choose how they achieve those standards in ways that work for their school, staff, students and community.*

20. Vendor Question: How is a school's implementation of CPS currently measured?

*UCF Answer: Quarterly reports, Progression Data (Annually), Certification (5 year model fidelity assessment), Deliverables (Annually)*

21. Vendor Question: What does a "high-performing CPS school" look like today?

*UCF Answer: A high performing CPS School is integrated and works collaboratively with many stakeholders that seamlessly partner and serve with the school leadership to achieve optimal shared outcomes for students, families and the community. Sites are seamlessly and collaboratively implementing CPS standards*

22. Vendor Question: What % of current scope of data is currently collected across all schools?

*UCF Answer: The question is unclear. Quarterly reports and deliverables are required as part of the grant and therefore are collected when due. Around 80% of schools have a data sharing agreement meaning data from the district is available in the data management platform.*

23. Vendor Question: How often is the data being collected and entered?

*UCF Answer: CPS sites report both quantitative and qualitative data on a quarterly basis. Data dumps into the data management platform occur nightly for districts with a DSA. Program attendance data entry varies by site.*

24. Vendor Question: What % of current data is available at the student, school, district, and community levels (individually)?

*UCF Answer: A variety of data sources exist and the percent available would vary by data point. Some data will need to be collected directly. Some data will need to be obtained from other sources such as FDOE or other holders of community data. Student level data is available in our data management platform that comes from the district if a DSA is in place. Data is reported from each school in quarterly reports and other deliverables.*

25. Vendor Question: What level of data completeness and standardization exists today across CPS school? Or does each school measure success in different ways?

*UCF Answer: Each school establishes a strategic plan based on the needs assessment for the school, and the school's School Improvement Plan, and other local data sources. "Success" will depend on the established goals for that school. At a higher level, achieving certification (model fidelity assessment that occurs at year 5 of implementation) could be viewed as "success" at least for implementing the model as intended.*

26. Vendor Question: What data is known to be missing?

*UCF Answer: Program attendance (dosage data) is known to be limited depending on if schools are entering the data into our data management platform (they are not required). While student outcomes can be gotten for the school population as a whole, it is preferable to be able to connect student outcomes with CPS program attendance and services. The available wellness data (medical, dental, vision and behavioral health) is limited due to HIPAA. The UCF CCS is not involved at a micro level with the sites, so day to day operation type of data is not known without asking the sites.*

27. Vendor Question: What important outcomes are not currently being measured?

*UCF Answer: Efforts have been made to assess outcomes related to academics, behavior and grades, but more depth is needed. There has been limited study of wider community impacts. Information about family and community engagement outcomes is also limited.*

*In addition to assessing site-level outcomes, the UCF CCS seeks to evaluate its own systemic impact. The selected vendor will assess the efficacy, relevance, and value-add of the Center's statewide infrastructure; specifically its training, technical assistance, and certification framework. The evaluation should determine the extent to which the Center's capacity-building efforts directly contribute to enhanced model fidelity, continuous quality improvement, and the operational success of partners in the field. While we believe we are positively impacting the field, this has not directly been assessed.*

28. Vendor Question: Is this data housed in a central system or individual systems? If the latter, are all systems accessible to the University today? Or would sometime of integration or establishing of access to the systems be required to extract the data?

*UCF Answer: All CPS sites have access to a data management platform to enter and report data routinely. Many sites have Data Sharing Agreements in place with UCF and their school districts that share data regularly. Some may utilize internal collection processes or systems before entering their data into UCF CCS's data platform (quarterly at minimum). Other sources of data may require some time to obtain or coordination with another entity.*

*Part of this evaluation involves assessing the efficacy, relevance, and value-add of the Center's statewide infrastructure; specifically its training, technical assistance, and certification framework. We track our progress on our strategic plan and record activities related to those strategic goals. This information is housed at the Center.*

29. Vendor Question: Is any of the existing technology in place expected to remain?

*UCF Answer: Yes. The UCF CCS is in a multi-year contract with Learning Circle Software as the initiative's data collection and reporting tool. The UCF CCS also has a virtual Community Schools Training Academy to provide information and training for CPS stakeholders.*

30. Vendor Question: What implementation challenges have already been identified?

*UCF Answer: Evaluation and sustainability (people, systems, and implementation consistency) are aspects of the model that are sometimes challenging for sites for several reasons, including changes in staffing and core partner key stakeholders.*

31. Vendor Question: What continuous improvement process is currently used, if any?

*UCF Answer: Continuous improvement is done through several processes. First, sites receive trainings, technical assistance and coaching on best practices and components of the model from the UCF CCS Technical Assistance team. Second, all sites are expected to achieve certification status by year 5. In year 3 a certification readiness assessment is done as a checkpoint to assess progress, provide guidance, and review the components of the model as outlined in the Standards. Third, sites are provided with a data management system that, if a DSA is in place, provides real-time student data (grades, attendance, behavior) and an Early Warning Dashboard (based on those data points) to help sites identify and target at-risk students. Fourth, sites are expected to submit deliverables and reports quarterly that require them to reflect on progress and continuous improvement. And fifth, as a part of the model, sites are expected to be regularly collecting, reviewing and assessing student outcome data, program implementation, and student/community needs.*

32. Vendor Question: What level of training and technical assistance is expected from the selected supplier? (i.e., train the trainer, video recorded, group training, 1on1)

*UCF Answer: For this evaluation, University of Central Florida Center for Community Schools requests that the selected supplier provide regular updates (TBD), technical assistance, and group training sessions as findings are identified throughout the evaluation process. The format and*

*frequency of training or support (e.g., train-the-trainer, recorded sessions, or one-on-one support) may be determined collaboratively based on emerging needs.*

33. Vendor Question: How often are schools expected to review data and participate in improvement activities?

*UCF Answer: Schools are expected to review data and engage in continuous improvement activities at least monthly and quarterly. Additionally, some sites utilize fully implemented weekly data dashboards, which are updated and managed by their lead nonprofit partners to support ongoing progress monitoring and responsive decision-making.*

34. Vendor Question: Who are the primary stakeholders that must participate in the evaluation?

*UCF Answer: The UCF Center for Community Schools, key stakeholders TBD, and all or select lead non-profits will participate.*

35. Vendor Question: Who owns the CPS strategy and has final approval authority?

*UCF Answer: The University of Central Florida Center for Community Schools will retain final approval authority for this evaluation. While the CPS strategy is not owned by any single entity, it is stewarded by the UCF Center for Community Schools through its certification process and ongoing efforts to support the highest-quality implementation of community schools across the state of Florida. See **Community School Grant Program** (Florida Statutes § 1003.64)*

36. Vendor Question: How many districts, community organizations, and partner groups are involved?

*UCF Answer: 22 districts, 9 nonprofits, 100+ healthcare and university/college partners.*

37. Vendor Question: What stakeholder groups must receive reports, presentations, or updates?

*UCF Answer: Initially there will be advisory groups/steering groups brought to the table, but eventually we would want to share the results with all key stakeholders. However, field focused evaluation deliverables will be submitted to the UCF CCS and then disseminated to the field. The evaluator may be asked to provide findings in formats for more than one audience. The evaluator may also be asked to present findings about the efficacy of the UCF CCS to Center Leadership and/or staff.*

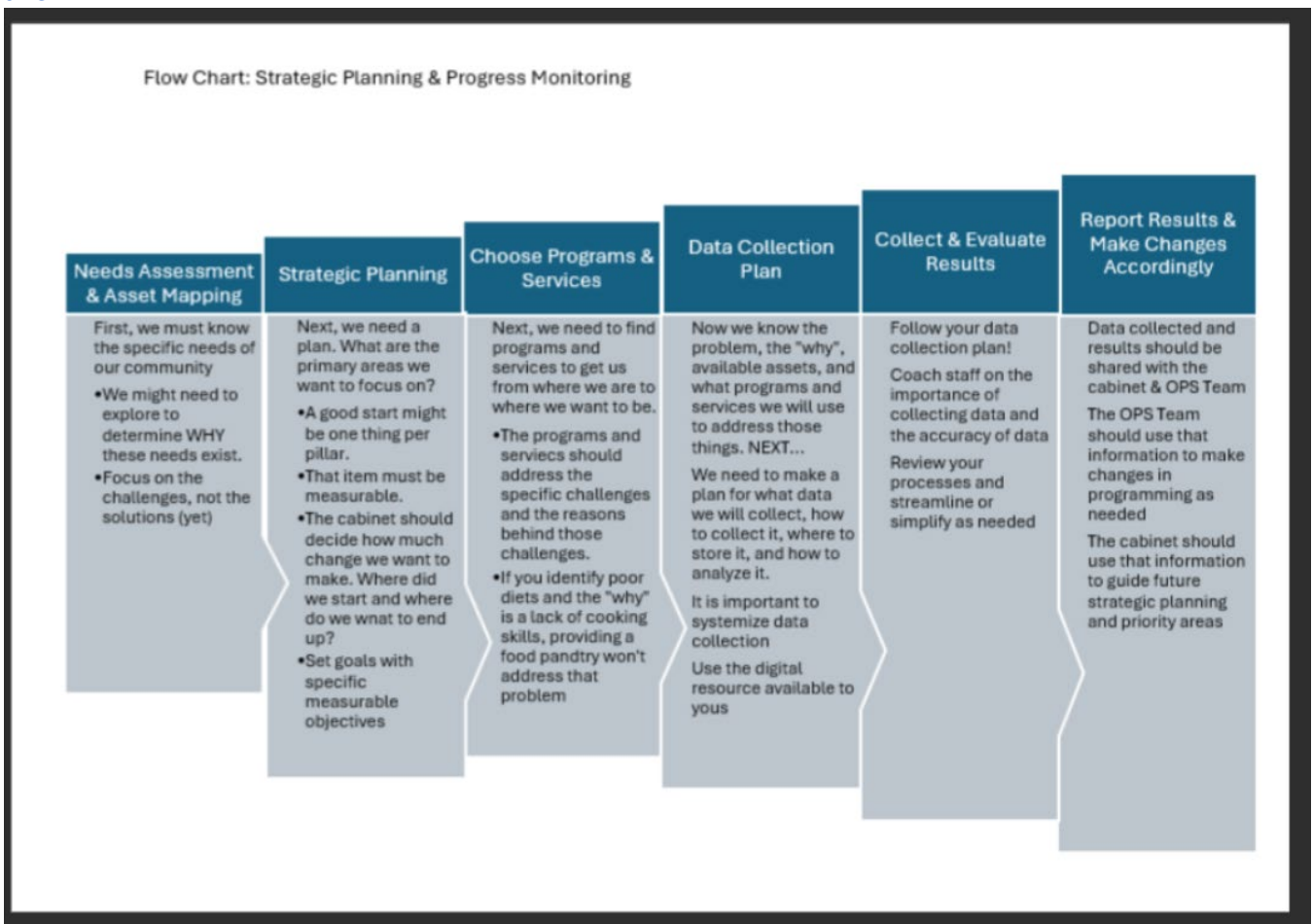
38. Vendor Question: Is there an existing governance structure for data, evaluation, and continuous improvement?

*UCF Answer: There is a data sharing structure established with the various districts. The UCF Center for Community Schools provides a centralized data management system as well as a reporting system.*

*Continuous improvement is done through several processes. First, sites receive trainings, technical assistance and coaching on best practices and components of the model from the UCF*

CCS Technical Assistance team. Second, all sites are expected to achieve certification status by year 5. In year 3 a certification readiness assessment is done as a checkpoint to assess progress, provide guidance, and review the components of the model as outlined in the Standards. Third, sites are provided with a data management system that, if a DSA is in place, provides real-time student data (grades, attendance, behavior) and an Early Warning Dashboard (based on those data points) to help sites identify and target at-risk students. Fourth, sites are expected to submit deliverables and reports quarterly that require them to reflect on progress and continuous improvement. And fifth, as a part of the model, sites are expected to be regularly collecting, reviewing and assessing student outcome data, program implementation, and student/community needs.

The intended flow/use of strategic planning, progress monitoring and data collection looks like this:



39. Vendor Question: What incentives exist in CPS schools today (whether through policy or funding) that would align/incentivize school to productively participate in this CPS program? And the evaluations and recommendations proposed? Gauging if engagement or resistance will be high.

*UCF Answer: Policy and funding – see [Chapter 1003 Section 64 - 2019 Florida Statutes - The Florida Senate](#). Schools receiving this grant must achieve certification (a model fidelity assessment) by implementation year 5 or funding could be lost.*

40. Vendor Question: What level of evaluation is expected (descriptive, comparative, quasi-experimental, longitudinal)?

*UCF Answer: This will be a point of needed discussion, but for the evaluation of the sites, preferences lean towards longitudinal and comparative. We wish for the evaluation to go beyond descriptive, process or case studies, but there are likely to be layers and stages to the evaluation design.*

*In addition to assessing site-level outcomes, the UCF CCS seeks to evaluate its own systemic impact. The selected vendor will assess the efficacy, relevance, and value-add of the Center's statewide infrastructure; specifically its training, technical assistance, and certification framework. The evaluation should determine the extent to which the Center's capacity-building efforts directly contribute to enhanced model fidelity, continuous quality improvement, and the operational success of partners in the field.*

41. Vendor Question: What budget range has been established for this initiative?

*UCF Answer: Up to \$110k for Years 1-2 of the evaluation; up to \$380k for Years 3-5. However, Suppliers are encouraged to submit their most competitive and responsive proposal based on the requirements outlined in the solicitation.*

42. Vendor Question: What training, facilitation, and technical assistance are expected from the supplier? (i.e., train-the-trainer, video recorded, group training, 1on1)

*UCF Answer: For the evaluation we are most in need of regular updates, Technical Assistance support, and group training aspects as results are identified.*

43. Vendor Question: What support is required to be conducted in person vs remotely?

*UCF Answer: Hybrid.*

44. Vendor Question: If schools and other personnel were to receive training in some CI methodology how much time would these resources be able to spare on a weekly or monthly basis?

*UCF Answer: Time availability for Continuous Improvement (CI) training will vary by school and stakeholder role. In general, UCF anticipates that schools and key personnel can dedicate a modest amount of time on a weekly or monthly basis for training and implementation activities (TBD in partnership with stakeholders), with greater engagement expected during initial onboarding or key implementation phases. To support flexibility and reduce burden, training*

*resources that can be accessed asynchronously (e.g., through Canvas) are preferred when possible.*

45. Vendor Question: How much funding has been allocated for the five-year effort?

*UCF Answer: Up to \$110k for Years 1-2 of the evaluation; up to \$380k for Years 3-5. However, Suppliers are encouraged to submit their most competitive and responsive proposal based on the requirements outlined in the solicitation.*

46. Vendor Question: Are you looking for a Good, Better, or Best solution?

Level      Primary Question Answered

Good      Is CPS being implemented and are participants satisfied?

Better     Is CPS improving school capabilities and outcomes?

Best        Is CPS causing measurable improvements, why does it work, and how can it scale successfully?

*UCF Answer: Better and best.*

*In addition to assessing site-level outcomes, the Center seeks to evaluate its own systemic impact. The selected vendor will assess the efficacy, relevance, and value-add of the Center's statewide infrastructure; specifically its training, technical assistance, and certification framework. The evaluation should determine the extent to which the Center's capacity-building efforts directly contribute to enhanced model fidelity, continuous quality improvement, and the operational success of partners in the field.*

47. Vendor Question: How does this engagement relate to RFP request No. UCF ITN - 12DCSA and how will these two projects sequence or connect to one another? They seem highly interdependent and as though this one should be conducted early to assess the current situation and lay out an appropriate multi-year strategy.

*UCF Answer: RFP request No. UCF ITN – 12DCSA is site facing, meaning it is about teaching and guiding the sites in data collection, review and analysis for their site to assist them in progress monitoring and continuous improvement. This ITN focuses on the evaluation of the UCF CCS and the impacts of the model.*

48. Vendor Question: Does UCF have an anticipated total budget range or annual budget range for this five-year evaluation contract?

*UCF Answer: Up to \$110k for Years 1-2 of the evaluation; up to \$380k for Years 3-5. However, Suppliers are encouraged to submit their most competitive and responsive proposal based on the requirements outlined in the solicitation.*

49. Vendor Question: What data systems, dashboards, tools, and reporting infrastructure already exist, and does UCF expect the supplier to build new dashboards or refine and integrate with existing tools?

*UCF Answer: We currently have a contract for a data management platform that is used for quarterly report submission, housing student data provided by districts, and allowing sites to enter program participation/attendance data for students participating in CPS programs/services. Sites are not required to enter program participation data, but the number of sites who do is growing. Some sites use data tracking tools provided by the lead non-profit. UCF is not looking to replace the current data management platform as a part of this ITN, but it is possible that something additional may be created that supplements existing structures. UCF also has a few dashboards that have been built in AirTable. It is important that all systems either work together or work alongside each other.*

*The intent is not to dismantle the existing structures, but rather receive guidance on and tools for strengthening our data infrastructure as we look to the future and scaling upward across Florida.*

50. Vendor Question: What student, family, program, and partner data will be available to the selected supplier, and will UCF manage data-sharing agreements with districts and partners or expect the supplier to support that process?

*UCF Answer: UCF CCS manages all data sharing agreements with the school districts and other stakeholders.*

*Minimal family and community data is available beyond publicly available sources. Data is not collected from partners beyond numbers reported in quarterly reports and deliverables by the lead non-profit.*

*Data that is available may vary some by site, school district, and lead non-profit. Data sources and potential data sources are listed below along with their sources:*

1. *CPS Grant Application (pre-implementation; UCF Center for Community Schools (CCS))*
2. *Quarterly Reports from each school site (UCF CCS)*
  - a. *“counts” of students served or services provided per quarter including number of hours for certain services/activities*
  - b. *Narrative portions*
  - c. *Inventory of programs and services*
3. *Cost Sharing Reports*
4. *ROI Reports*
5. *Other Deliverables (e.g. organization chart, possibly needs assessments, progression data (FDOE testing data, End of Course Exam Scores, etc))*
6. *All schoolwide data points available through FDOE*
7. *UCF CCS CPS Certification data (fidelity assessment done at year 5 for CPS sites with a “check point” called Certification Readiness at year 3)*
  - a. *Certification or Readiness Report (written by UCF CCS Certification Review Team)*

- i. *Qualitative narrative*
  - ii. *Strengths*
  - iii. *Recommendations*
  - iv. *Rubric with ratings of the 12 standards*
- b. *Certification Surveys*
  - i. *Qualtrics surveys for students, parents, and stakeholders of Community Partnership Schools*
  - ii. *3 surveys per school going through the Certification assessment process*
- c. *Internal Review from Certification Process (written by the site director)*
  - i. *Includes a self-study (narrative and rating of the standards) and evidence documents submitted to support that narrative/ratings*

*If UCF has a data sharing agreement (DSA) with the school district the following data should be available:*

- *Student demographics, grade level, courses, etc.*
- *Course grades*
- *Daily school attendance*
- *Behavioral data (referrals, suspensions)*

*If UCF has a DSA and the site is entering programmatic data into the data management platform, the following may be available:*

- *Student program attendance data (dosage data) that is linked to the grades, attendance and behavioral data that comes from the school district*

*Other data points may be available through the school site, the managing non-profit, or data collection conducted at the site level. It may be possible to add additional data points from FDOE to the student records recorded in our contracted data management platform or obtain de-identified data files for an entire community school.*

51. Vendor Question: Which activities does UCF CCS expect to lead internally versus activities the supplier should fully own, especially related to continuous improvement sessions, training, technical assistance, dashboard maintenance, and dissemination products?

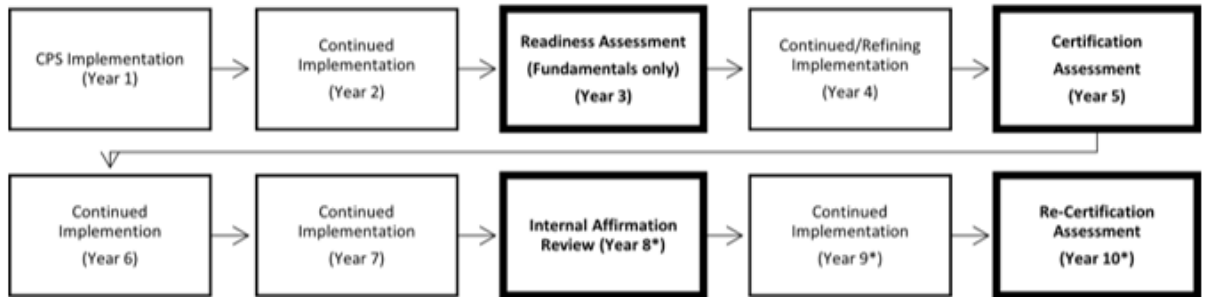
*UCF Answer: The UCF CCS will work collaboratively with the evaluator, but the evaluator should take the lead in nearly all activities. Once tools, dashboards or other products are finalized and submitted to the Center, Center staff will take responsibility for maintenance, dissemination, and any future modifications. All deliverables/products will be the property of the UCF CCS upon submission to the Center. Any products such as trainings or education materials should be developed in such a way that the Center can assume responsibility for and use of the materials with the field. The Center will take responsibility for disseminating final products to the field.*

52. Vendor Question: Section 1.1 references partner learning sessions. Can you please say more about expectations for the frequency, audience, and content for the learning sessions?

*UCF Answer: The partner learning sessions are intended to support continuous improvement by providing structured opportunities to review evaluation findings, share promising practices, and inform program improvements. Audiences would include UCF CCS staff, nonprofit directors, and other CPS partners and stakeholders as appropriate. UCF CCS has not prescribed a required frequency or agenda; respondents should propose and justify an approach that aligns with their evaluation methodology, including recommended participants, session frequency, and content.*

53. Vendor Question: Section 1.1 references assessment of implementation fidelity. Is there an existing measure of implementation fidelity that should be adapted or adopted for this work?

*UCF Answer: Yes. We have a model fidelity assessment process we refer to as Certification. Sites undergo a Certification Readiness Assessment at year 3 of implementation and then a full Certification Assessment at year 5 of implementation. We are not looking for this process to be adapted nor would it be appropriate for adoption; however, it might provide context or guidance.*



*There are 12 standards, each with a set of fundamental practice indicators and overall indicators within it. The 12 standards are:*

<b>1</b>	<b>Partnership</b>	<b>5</b>	<b>Integrated Community Partnership School Framework</b>	<b>9</b>	<b>Volunteering</b>
<b>2</b>	<b>Collaborative Leadership, Governance, and Structure</b>	<b>6</b>	<b>Expanded Learning Opportunities</b>	<b>10</b>	<b>University/College Assistance</b>
<b>3</b>	<b>Foundational Principles</b>	<b>7</b>	<b>Comprehensive Wellness Supports</b>	<b>11</b>	<b>Evaluation</b>
<b>4</b>	<b>Staffing</b>	<b>8</b>	<b>Family and Community Engagement</b>	<b>12</b>	<b>Sustainability</b>

54. Vendor Question: Are dashboards expected to be public or only available to UCF staff, site directors and site teams?

*UCF Answer: Only available to internal stakeholders, unless otherwise determined as a collective.*

55. Vendor Question: Does UCF have a preferred platform for the dashboards (powerBI, Excel, other)?

*UCF Answer: AirTable or Microsoft based products.*

56. Vendor Question: Does UCF expect the evaluation design to include a comparison group of students or schools to assess effectiveness?

*UCF Answer: Yes.*

57. Vendor Question: What years of data are currently available related to implementation or outcomes of UCF CCS, if any are available prior to the 2026/27 academic year?

*UCF Answer: A variety of data is available from 2014 through now, but not all data points span that time and data for each school would depend on when it was implemented. Data can be obtained from FDOE for prior years of the school sites.*

58. Vendor Question: Section 1.1 references federal and state performance monitoring and continuous improvement requirements. What are these requirements?

*UCF Answer: The evaluation should be structured to ensure compliance with all applicable federal and state reporting, performance monitoring, accountability, and continuous improvement requirements established by funding agencies and governing authorities. See [Chapter 1003 Section 64 - 2019 Florida Statutes - The Florida Senate](#).*

59. Vendor Question: On Page 1, GENERAL CONDITIONS 1. SEALED OFFERS: All offer sheets and this form must be executed and submitted as specified in Section 2.6. Offer prices not submitted on any attached price sheets when required shall be rejected. Can UCF confirm there are no required price sheets?

*UCF Answer: This ITN does not have required price sheets. However, please submit pricing as listed in the ITN document on page 30, section 3.2., D. Overall Pricing.*

60. Vendor Question: I see that UCF manages two types of community school programs - Community Partnership Schools and Unlimited Potential Initiative schools. I wanted to confirm that this RFP pertains only to the Community Partnership Model, not the UPI schools?

*UCF Answer: Correct.*

61. Vendor Question: In Section 1.1 under Year 1, the second bullet point specifies that the selected supplier will need to "establish data infrastructure." Can you clarify what the request for establishing data infrastructure means? Does the center envision that the Learning Circle data collection platform will serve as the primary activity and service data collection tool for the evaluation and during the life of the evaluation contract? Or is this a request to develop new infrastructure and a new data collection platform through these evaluation efforts?

*UCF Answer: UCF has an existing multi-year contract with Learning Circle for the data management platform. Data infrastructure that is created would supplement or work along side the existing data management platform. Learning Circle is designed to be "site facing" and is built with an interface designed for school and site staff who are working with students daily. It is anticipated that data collected in Learning Circle will be one source of data the evaluators use,*

*but will not be the only or primary data collection tool as it is not designed to collect many data points that would be useful in the evaluation.*

*Dashboards created by the vendor would be for UCF CCS staff in collaboration with the statewide efforts. How can we most effectively build data infrastructure that will sustain beyond the 50 current sites if the state invested in a large scale scale-up of community schools? The intent is not to dismantle the existing structures, but rather receive guidance on and tools for strengthening our data infrastructure as we look to the future and scaling upward across Florida.*

62. Vendor Question: Related to the preceding question concerning Section 1.1, what existing data infrastructure will be available to support the evaluation?

*UCF Answer: UCF has an existing multi-year contract with Learning Circle for the data management platform. However, that is not the only source of data about the CPS sites.*

*Data that is available may vary some by site, school district, and lead non-profit. Data sources and potential data sources are listed below along with their sources:*

1. *CPS Grant Application (pre-implementation; UCF Center for Community Schools (CCS))*
2. *Quarterly Reports from each school site (UCF CCS)*
  - a. *“counts” of students served or services provided per quarter including number of hours for certain services/activities*
  - b. *Narrative portions*
  - c. *Inventory of programs and services*
3. *Cost Sharing Reports*
4. *ROI Reports*
5. *Other Deliverables (e.g. organization chart, possibly needs assessments, progression data (FDOE testing data, End of Course Exam Scores, etc))*
6. *All schoolwide data points available through FDOE*
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  - a. *Certification or Readiness Report (written by UCF CCS Certification Review Team)*
    - i. *Qualitative narrative*
    - ii. *Strengths*
    - iii. *Recommendations*
    - iv. *Rubric with ratings of the 12 standards*
  - b. *Certification Surveys*
    - i. *Qualtrics surveys for students, parents, and stakeholders of Community Partnership Schools*
    - ii. *3 surveys per school going through the Certification assessment process*
  - c. *Internal Review from Certification Process (written by the site director)*
    - i. *Includes a self-study (narrative and rating of the standards) and evidence documents submitted to support that narrative/ratings*

*If UCF has a data sharing agreement (DSA) with the school district the following data should be available:*

- *Student demographics, grade level, courses, etc.*
- *Course grades*
- *Daily school attendance*
- *Behavioral data (referrals, suspensions)*

*If UCF has a DSA and the site is entering programmatic data into the data management platform, the following may be available: Student program attendance data (dosage data) that is linked to the grades, attendance and behavioral data that comes from the school district.*

*Other data points may be available through the school site, the managing non-profit, or data collection conducted at the site level. It may be possible to add additional data points from FDOE to the student records recorded in our contracted data management platform or obtain de-identified data files for an entire community school.*

*In addition to assessing site-level outcomes, the Center seeks to evaluate its own systemic impact. The selected vendor will assess the efficacy, relevance, and value-add of the Center's statewide infrastructure; specifically its training, technical assistance, and certification framework. The evaluation should determine the extent to which the Center's capacity-building efforts directly contribute to enhanced model fidelity, continuous quality improvement, and the operational success of partners in the field. The UCF CCS tracks progress towards strategic goals, conducts satisfaction surveys after events, and logs the creation of materials. This will all be made available.*

63. Vendor Question: In Section 1.1 under Years 2-4, regarding bullet six: Can you clarify what the center envisions in terms of dashboards? Does this include the dashboards developed in Learning Circle? Is there a desire to have additional dashboards created that use the information from the evaluation? Who might the audience for the dashboards be? What data is envisioned to be used in the dashboard?

*UCF Answer: Any dashboards created by the vendor will be for internal (UCF CCS) only, unless otherwise agreed collectively. Dashboards may be created or used to track outcomes, present findings, or enhance the Center's ability to evaluate the effectiveness of it's own work the work at a site-level.*

64. Vendor Question: Also related to Section 1.1 under Years 2-4, bullet six: Can you expand on the expectations around the "interim briefs when evaluation components are completed"? What should this include, and is there a desired format?

*UCF Answer: The UCF CCS requests written project status updates upon completion of evaluation phases and/or deliverables to offer opportunity for strategic feedback and alignment.*

65. Vendor Question: Concerning Section 1.1, Year 5, bullet four: Is there a strong desire for videos as part of the end of the year 5 dissemination strategy?

*UCF Answer: UCF CCS envisions a balanced dissemination approach that includes videos alongside written reports, infographics, success stories, presentations, social media assets, and/or other digital resources to maximize accessibility, engagement, and reach.*

66. Vendor Question: In general: Are there budget parameters we should keep in mind?

*UCF Answer: Up to \$110k for Years 1-2 of the evaluation; up to \$380k for Years 3-5. However, Suppliers are encouraged to submit their most competitive and responsive proposal based on the requirements outlined in the solicitation.*

67. Vendor Question: Would UCF please share the anticipated value for this contract?

*UCF Answer: Up to \$110k for Years 1-2 of the evaluation; up to \$380k for Years 3-5. However, Suppliers are encouraged to submit their most competitive and responsive proposal based on the requirements outlined in the solicitation.*

68. Vendor Question: Does UCF have any restrictions on the types of entities eligible to bid on this work?

*UCF Answer: Any supplier that is not debarred is eligible to submit a response for this ITN.*

69. Vendor Question: Does UCF have defined milestone payments for this contract? Alternatively, will UCF accept vendor-defined milestones to trigger payment?

*UCF Answer: All contractual payments should be tied to defined agreed-upon deliverables.*

70. Vendor Question: Does the first page of the solicitation document (Invitation to Negotiate) need to be signed and submitted with the offeror's proposal?

*UCF Answer: Yes.*

71. Vendor Question: Has UCF or the UCF Center for Community Schools previously engaged a contractor to perform evaluation, assessment, or related research services for the Community Partnership Schools network? If so, is there a current or recently expired contract for these or substantially similar services?

*UCF Answer: The American Institutes for Research was engaged in a 2-year CPS evaluation contract in early 2020.*

72. Vendor Question: Is there any preference for in-person versus online or remote qualitative data collection with program participants?

*UCF Answer: Mostly online/remote with occasional in-person convenings.*

73. Vendor Question: Is there any preference for a Florida-based evaluation company to conduct the evaluation?

*UCF Answer: No*

74. Vendor Question: Are there any small business or female-owned business preferences for the selected evaluator to conduct this work?

*UCF Answer: The selected evaluator will be scored based on the evaluation criteria in Table A on page 12 of the ITN document.*

75. Vendor Question: Is there any additional information regarding the available or maximum budget that is allocated to conduct the evaluation?

*UCF Answer: Up to \$110k for Years 1-2 of the evaluation; up to \$380k for Years 3-5. However, Suppliers are encouraged to submit their most competitive and responsive proposal based on the requirements outlined in the solicitation.*

76. Vendor Question: Will responses to all questions submitted be posted publicly?

*UCF Answer: Yes. Responses will be posted to our Procurement Services Solicitations website: <https://procurement.ucf.edu/solicitations/>*

77. Vendor Question: Is this study distinct from the evaluation that UCF has been engaged in with support from AIR? If so, how will those data collection efforts be coordinated?

*UCF Answer: UCF CCS is not currently engaged in CPS evaluation support from AIR. This would be a separate contract from the support AIR is providing under the UPI federal grant.*

78. Vendor Question: Will the selected evaluation partner be expected to work with UCF to develop new data infrastructure, or leverage existing data infrastructure?

*UCF Answer: Leverage existing infrastructure and provide recommendations for future expansion.*