

FLORIDA PARTNERSHIP FOR MINORITY AND UNDERREPRESENTED STUDENT ACHIEVEMENT

PALM BEACH STATE COLLEGE YEAR 1 ACTIVITY & OUTCOMES REPORT

Prepared For:

Yolanda Miranda-Hill
Director, Pre-Collegiate Programs
Florida Department of Education
325 W. Gaines St.
Tallahassee, FL32399

And

Bétina N. Jean-Jacques
Executive Director, Florida Minority Student Achievement
Palm Beach State College
4200 Congress Ave. – MS76
Lake Worth, FL 33461

Prepared By:

Abigail Kelly-Smith
Lead Researcher



TABLE OF CONTENTS

Introduction	1
MUSA’s Scope Expansion Under PBSC	1
Year 1 PBSC Implementation Milestones.....	2
 Year 1 Subrecipient Activities & Outcomes Synthesis.....	4
Student Tutoring and College Entrance Exam Preparation.....	5
Parent and Student Education	6
Educator Professional Development.....	8
Exam and Course Materials Purchase	14
AVID Center Services	15
Planning and Capacity Building	17
 Looking Forward.....	20

INTRODUCTION

The first year of Palm Beach State College's (PBSC) leadership of the Florida Partnership for Minority and Underrepresented Student Achievement (MUSA) laid the foundation for an expanded scope of strategic priorities for the initiative. In Year 1, PBSC established an administrative infrastructure to effectively lead and manage MUSA in subsequent years. PBSC also quickly disseminated funding to key district, Educational Partner, and Educational Consortia subrecipients for activities supporting MUSA's three overall goals of Educator Expertise, Communication, and Student Preparation. This Year 1 Report summarizes subrecipient activities and outcomes for Year 1 and briefly describes plans to align all MUSA activities and data collection processes to the seven FLDOE-defined MUSA performance objectives. This strategy will allow PBSC and the evaluation team to clearly articulate MUSA's impact on the seven FLDOE-defined performance objectives in Year 2 and beyond.

MUSA'S SCOPE EXPANSION UNDER PBSC

Under PBSC, MUSA's scope has expanded significantly from the previous implementation strategy.

- PBSC has engaged with additional Educational Partners to expand the type of services available through the partnership. Under the previous MUSA administrative structure, MUSA worked with only one educational partner (the AVID Center.) In Year 1 alone, PBSC engaged with four Educational Partners: the AVID Center, AMH Group (in two different regions), Equal Opportunity Schools, and Take Stock in Children. These partners provided services to school districts across the state, which includes some districts not directly funded by FLP-MUSA or served by the Educational Consortia.
- PBSC has expanded MUSA's focus on different types of advanced level courses. While previously MUSA focused primarily on AP and Pre-AP courses, PBSC has included dual enrollment (academic and career courses), AICE, IB, Honors at both middle and high school level, and middle school students taking high school credit courses.
- PBSC has expanded MUSA's focus on different types of student college entrance and course exams. While previously the three SAT Assessments and AP exams were the main focus, PBSC has included nine additional assessments: Florida's Grade 10 ELA assessment and Algebra 1 EOC required for high school graduation, Pre-ACT, ACT, CLT8, CLT10, CLT, AICE exams and IB exams.
- PBSC has increased the scope of supported summer professional learning events from two to three (AP Summer Institute, AVID Summer Institute and AICE Summer Institute).

YEAR 1 PBSC IMPLEMENTATION MILESTONES

With MUSA's expanded scope, PBSC needed to build the appropriate human and administrative infrastructure to address existing and new priorities, and develop relationships with key subrecipient partners. This involved significant in-kind efforts to recruit, hire, orient, and equip MUSA staff with appropriate resources to do their jobs within the requirements of PBSC's human resources policies and procedures. PBSC also needed to engage an external recruiting firm to recruit and hire two of the Regional Manager positions. It was difficult to find local staffing for all of the regions, and several Regional Managers are working remotely. PBSC's second key priority for Year 1 was to quickly disseminate funding to subrecipients to mitigate the funding gaps many of them had experienced during MUSA's transition period. The subrecipient grantmaking process was also managed with significant in-kind support from PBSC's Grant Compliance Manager.

PBSC received confirmation of FLDOE's intent to fund their implementation of MUSA in late 2023, and funding came through in January 2024—halfway through Year 1. Prior to January 2024, three PBSC staff (the Associate Vice President of Academic Affairs, the Grant Compliance Manager, and the Director of Resource and Grants Development) had been working on the rollout. Key Year 1 milestones include:

- January 2024: PBSC receives Year 1 funding from FLDOE.
- April 2024: MUSA Executive Director and Grant Director (Head of Regional Managers) are hired.
- May 2024: First Regional Manager hired; AVID Center MOU executed.
- June 2024: Remaining MOU's executed; Grant Administrative Assistant hired and onboarded.
- July 2024: WorkED Consulting, LLC is hired as the external evaluator; second Regional Manager and Grant Accountant hired and onboarded.
- May-July 31, 2024: Year 1 subrecipient project implementation period.
- August 2024: Third Regional Manager and the Communications Director hired and onboarded.
- September 2024: Fourth Regional Manager hired and onboarded.
- October 2024: Final three Regional Managers hired and onboarded.

The initial expectation was that PBSC would fund only one subrecipient in Year 1: the AVID Center for AVID school support and summer professional development opportunities. However, when PBSC realized no MUSA funds had been distributed to subrecipients for either 2023 or 2024, they made additional efforts to award funds to four school districts, three regional

Educational Consortia, and three additional Educational Partners besides the AVID Center. In so doing, they disseminated more funds than expected to Year 1 subrecipients. This helped restore access to important supports for students' advanced course enrollment and success, preparation for college entrance exams, parent and student awareness and education, and school personnel professional development services that had lapsed for almost two years.

The Year 1 Activities and Outcomes Summary is presented in the context of an abbreviated implementation period, and the consequent lack of a framework for standardized data collection and evaluation activities. Subrecipients also reported implementation challenges due to the tight timeline of Year 1, especially since it happened over the summer. Several subrecipients needed to return funds due to the inability to complete the proposed project in the required timeframe. The PBSC MUSA leadership team and the evaluation team has a plan to create an accountability framework and capture appropriate data to establish baseline for the seven FLDOE-defined performance measures in Year 2 and beyond, described in the Looking Forward section of this report.

YEAR 1 SUBRECIPIENT ACTIVITIES & OUTCOMES SYNTHESIS

PBSC awarded Year 1 subrecipient agreements with an implementation timeline of July - September 30, 2024. In total, 12 subrecipient agreements were awarded, supporting the following entities for a variety of activities related to MUSA's three overall goals of Educator Expertise, Communication, and Student Preparation. The subrecipient activities fell in to six categories:

1. Student Tutoring and College Entrance Exam Preparation
2. Parent and Student Education
3. Educator Professional Development
4. Exam and Course Materials Purchase
5. AVID Center Services
6. Planning and Capacity Building

Four of the 12 subrecipients were Florida school districts, five were Educational Partners (two different agreements for the AMH group), and three were regional Educational Consortia.

Year 1 Subrecipient Agreements

School Districts	Educational Partners	Educational Consortia
1. Escambia County School District	1. AMH Group (East-Central and West)	1. Heartland Education Consortium
2. Putnam County School District	2. AVID Center (supporting seven school districts with full AVID services, plus an additional two districts for Summer Institute attendance)	2. Northeast Florida Education Consortium
3. School Board of Highlands County		3. Panhandle Area Education Consortium
4. School Board of Marion County	3. Equal Opportunity Schools	
	4. Take Stock in Children	

STUDENT TUTORING AND COLLEGE ENTRANCE EXAM PREPARATION

The AMH Groups (East-Central and West) offered college entrance exam preparation and subject area tutoring services in their respective regions for minority and English Speakers of Other Language (ESOL) students with Year 1 MUSA support. More than 275 minority and ESOL students participated in MUSA-supported college entrance exam and course tutoring. Progress assessments for students who received AMH Group college entrance exam preparation tutoring supported by MUSA funds demonstrated measurable improvements in practice test scores, and those who participated in subject matter tutoring reported improved problem-solving and comprehension in AMH Group administered - post-program surveys.

AMH Group East-Central

- AMH East-Central conducted virtual collaborative tutoring sessions to assist minority students in mastering complex questions, enhancing participation, and success across multiple subjects.
- Fifteen (15) tutors were funded with MUSA dollars, supporting 51 tutoring sessions over the implementation period (average 8 sessions per tutor.) Additionally, MUSA funds supported the purchase of teaching materials, including workbooks, online learning platforms, and interactive tools.
- Student outcomes: 85% of participating students reported improved confidence in problem-solving and subject comprehension through post-program surveys.

AMH Group West

- AMH West provided tutoring to minority and ESOL high school students to improve SAT and ACT exam scores.
- 275 students participated in MUSA-supported college entrance exam preparation tutoring, with an average of 20 tutoring sessions per student. 430 students received study materials funded by MUSA.
- Student outcomes: 90% of tutored students took monthly progress assessments to track progress; initial results demonstrated that of those students, 65% demonstrated measurable improvements in practice test scores, with 35% meeting or exceeding college readiness benchmarks by the end of the summer tutoring program.

PARENT AND STUDENT EDUCATION

Year 1 subrecipients that conducted education and engagement activities collectively educated at least 4,039 parents and 514 students statewide about the benefits of different types of advanced courses and resources available, college entrance exam preparation, and resources for postsecondary application and enrollment. These educational activities included printed materials dissemination, parent workshops and informational sessions, and a text messaging campaign. Where available, subrecipient-provided follow-up data indicates that the resources promoted improved knowledge and engagement in postsecondary preparation activities.

AMH Group East-Central

- AMH East-Central disseminated three targeted parent awareness campaigns to increase awareness of postsecondary education opportunities and resources, reaching approximately 2,500 parents in underserved communities.
- Five parent workshops were hosted, focusing on dual enrollment benefits, college entrance exam preparation resources, and financial aid opportunities. A total of 173 parents attended these workshops.
- 300 informational toolkits including guides on dual enrollment, sample test questions and resources for financial aid applications were disseminated.
- Parent outcomes: 90% of parents attending workshops reported increased understanding of dual enrollment and college entrance exams through post-workshop surveys, and 65% indicated they took actionable steps, such as enrolling or planning to enroll their students in preparation programs and reaching out to school counselors for guidance.

AMH Group West

- AMH West engaged immigrant parents through targeted educational initiatives. Workshops and informational sessions were conducted in three counties, reaching 850 immigrant parents. Of those 850 parents, 320 attended engagement activities.
- Multilingual resources (English, Spanish, and Haitian Creole) were disseminated to parents.
- Parent outcomes: 75% of the 850 parents reached responded to a post-program survey. Of those parents, 92% found the resources helpful and 12% reported increased active participation in their children's college preparation activities.

Take Stock in Children

- TSIC, dedicated to helping low-income, at risk, underrepresented youth in Florida achieve success through education, launched its new Artificial Intelligence (AI) ChatBot, Star, to

engage with middle and high school students and parents in seven counties (Highlands, Marion, Nassau, Putnam, Santa Rosa, Suwannee, and Washington) with Year 1 MUSA support. Star addresses a variety of advanced study opportunities including dual enrollment, college readiness, and industry certifications.

- Six text messages were disseminated to 516 parents in the seven counties
- Six text messages were disseminated to 514 students in the seven counties.

Northeast Florida Education Consortium

- The NEFEC developed resources to educate parents about the value of CTE, AP, AICE, IB and dual enrollment courses, fostering family engagement in academic planning. The Consortium reports that student and family awareness of these educational pathways and standardized testing has increased dual enrollment and better prepared students for postsecondary admissions. They also developed college entrance exam guides.
- The NEFEC initiated the planning for a college and career fair in partnership with educational organizations, armed forces, apprenticeships, and industry partners. The event will provide students with direct exposure to career pathways and postsecondary options.

Heartland Education Consortium

- HEC supported their six member districts to create and print flyers and brochures highlighting advanced courses and CTE offerings. They created a group of district and school stakeholders called the “Digital Storytellers” to develop website and social media strategy to disseminate this same information.

EDUCATOR PROFESSIONAL DEVELOPMENT

Educator, school counselor and leadership professional development was a major focus of Year 1 subrecipients. Collectively, Year 1 MUSA funds supported professional development for 1,101 school and district personnel across the state, through the following opportunities: AICE Summer Institute (14), AP Summer Institute (17), AVID Offerings (263 total), and opportunities offered and supported by the three funded Educational Consortia (807 total.) The evaluation team collected data on MUSA-supported attendees' experiences at the AP Summer Institute and the AVID Summer Institute, provided below.

Northeast Florida Education Consortium

- NEFEC organized and facilitated professional learning events supported by MUSA funds (School Counselor forum, regional trainings for counselors on Florida standards, SkillsIgnite PL for College and Technical Education Teachers), training 237 school personnel. NEFEC reports educators are better equipped to identify students who can benefit from accelerated courses and support them through college readiness programs and led to more intentional and inclusive teaching strategies, helping students support diverse needs.

Panhandle Area Education Consortium

- With Year 1 MUSA support, PAEC provided professional development to member district school counselors, who are the primary drivers encouraging students to enroll in advanced courses. Fourteen (14) participants attended the Secondary Counselor Convening offered by College Board.
- MUSA funds supported the PAEC CTE Workgroup Cadre to increase student enrollment into CTE courses.
- PAEC provided professional learning for teachers grounded in the Science of Learning with a focus on teaching to the Florida Standards.
 - PAEC Leadership Cadre (45 participants, face-to-face)
 - PAEC Instructional Coaches cadre (40 participants, face-to-face)
 - Other professional learning (90 participants, face-to-face)

Heartland Education Consortium

- With Year 1 MUSA support, HEC hosted 164 member district school personnel, including school counselors, at its Summer Leadership Conference and 15 individuals (fifteen) at its fall convening. Professional learning focused on data-driven instructional practices, differentiated learning strategies, and fostering high expectations for students. HEC reports that schools have seen an increase in enrollment and success rates in the

2024-2025 school year. They have collected information via district and school walk-throughs and follow-up sessions.

- HEC hosted six (6) additional trainings/communities of practice with 202 school personnel on college and career readiness topics, completing school and district walk-throughs as follow-up.

The School Board of Marion County

- Year 1 MUSA funds supported 19 district educators' attendance at the AP Summer Institute and the Cambridge Summer Institute (3 from Belleview High, 4 from Dunnellon High, 1 from Forest High, 4 from Lake Weir High, 4 from Marion High, 1 from Vanguard High, and 2 from West Port High.)
- For AY 2024/2025, 9,621 students are scheduled to take at least one advanced course in high school (representing an 8.6% increase over the prior academic year.)
 - Black student enrollment in advanced courses has increased 3% over the prior academic year
 - English Language Learner enrollment has increased 7% over the prior academic year

The School Board of Highlands County

- Year 1 MUSA funds supported 6 district educators' attendance at the AP Summer Institute, as well as resources offered through AP Mentoring and AP Capstone.

Escambia County School District

- One (1) district teacher attended the AP Summer Institute supported by MUSA funds.

Putnam County School District

- Five (5) district teachers attended the AP Summer Institute supported by MUSA funds.

AVID Center

- The AVID Center supported attendance at its annual Summer Institute for 260 educators in all seven of its districts supported with MUSA funds (Highlands, Levy, Marion, Nassau, Putnam, Santa Rosa, and Washington), as well as two additional districts (Citrus and Martin.) Impact of attendance has ranged from new resources for AVID instructional practices in the current school year, to increased awareness of the importance of AVID's approach across all content areas and increase collaborative capacity among AVID

stakeholders across schools and districts. ***See the AVID and AP Summer Institute Survey Results section for details on MUSA-supported participant experiences.***

- Two (2) school personnel attended AVID District Leadership training, and one (1) attended District Director Leadership Training with MUSA's support.

AVID and AP Summer Institute Survey Results

Through Year 1 subrecipient agreements with the AVID Center and several school districts (Marion, Putnam, Highlands, and Escambia), MUSA supported educator attendance at both the AVID and AP Summer Institutes. The evaluation team collected data on MUSA-supported attendees' experiences at these two large-scale professional development events. The survey response rate for the AVID Summer Institute experience survey was 22.7% (59 responses out of 260 registrations supported by the AVID Center/MUSA funds). For the AP Summer Institute Experience Survey, the response rate was 17.6% (3 responses out of 17 registrations supported by Year 1 MUSA funds awarded to district subrecipients.) Response rates are relatively low due to the prolonged timeline between event attendance and survey administration; in Year 2 and beyond, professional development and student/parent education event surveys will be administered in a timely fashion at or immediately following events to improve response rates and data validity.

Results Summary

Of the 59 respondents who selected a school for the AVID Summer Institute survey, 57 rated statements designed to assess their experience. Of the 57 respondents across the 21 schools represented in the survey, including those that selected *Other*, over one-quarter (28%) represented the following three schools:

- *Lake Placid High School (10.5%)*
- *Avon Park High School (8.8%)*
- *Vernon High School (8.8%)*

Across all eight statements assessing various aspects of the participant experience, respondents selecting *Strongly Agree* ranged between 59.7% (*The event met my expectations*) and 70.2% (*I would recommend this event to my colleagues*). Additionally, statements that saw respondents selecting either *Strongly Agree* or *Agree* ranged between 86% (*I am confident that I have the support and resources [e.g., prep time, materials, etc.] at my school to implement what I learned*) and 98.3% for the following:

- *The event met my expectations*
- *The event content provided me with useful information*
- *I gained useful knowledge and/or skills regarding AVID*

A total of three respondents completed the AP Summer Institute survey, representing the following three schools:

- *Avon Park High School*
- *Lake Placid High School*
- *West Florida High School*

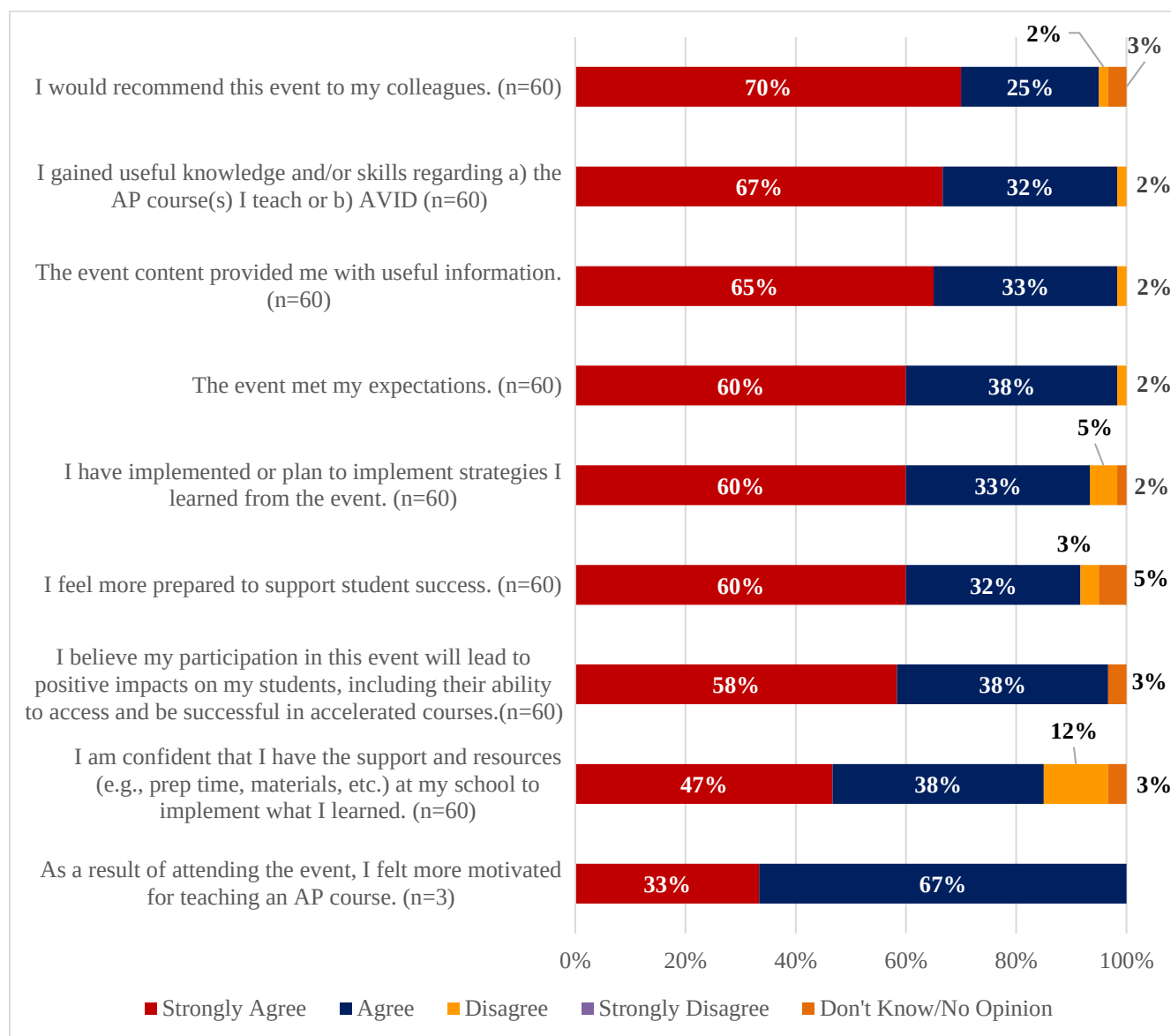
All three respondents either *Strongly Agreed* or *Agreed* with eight of the nine survey statements. Of these eight statements, the following six statements saw two-thirds (66.7%) of respondents select *Strongly Agree*:

- *The event met my expectations*
- *The event content provided me with useful information*
- *I gained useful knowledge and/or skills regarding the AP course(s) I teach*
- *I believe my participation in this event will lead to positive impacts on my students, including their ability to access and be successful in accelerated courses*
- *I feel more prepared to support student success*
- *I would recommend this event to my colleagues*

The statement that included one *Disagree* response was, *I am confident that I have the support and resources (e.g., Prep time, materials, etc.) at my school to implement what I learned.*

The chart on the next page below aggregates participant responses across the AVID Summer Institute and AP Summer Institute survey rating questions (n=60; 57 rating responses from the AVID Summer Institute Survey and 3 rating responses from the AP Summer Institute Survey.)

Survey Statement Ratings Results



Qualitative Feedback—AVID Summer Institute Survey

Qualitative feedback from participants of the AVID Summer Institute highlights an overall positive experience marked by valuable professional development. Attendees appreciated the inspiring speakers, knowledgeable facilitators, and the well-organized nature of the sessions.

“I felt valued as an AVID educator at this conference. The speakers were inspiring. The accommodations were wonderful and

peaceful. I hope to be invited back to attend and grow this coming year.”

Many educators felt enriched by the opportunities to collaborate with peers and learn new strategies that could be directly applied in their classrooms. The event was particularly praised for fostering a sense of community and providing applicable content that left participants feeling prepared and motivated to implement what they learned.

“Attending this event prior to my first year as a teacher was so beneficial to me. I was able to collaborate with other educators, and learn new strategies to implement. This event really helped me feel better prepped for success leading into the school year.”

Additionally, respondents expressed gratitude toward school administrators and the AVID program for enabling their attendance, with some attendees noting the convenience and focused nature of virtual sessions.

However, there were some aspects noted by a select few participants that felt the event could be improved. One participant pointed out that the volume of information presented was overwhelming and rushed, saying, *“It was a lot of information and felt very overwhelming and rushed at times.”*, suggesting that extending the duration or improving pacing would be beneficial. Another participant noted that the "couch scene," was less engaging and valuable. Logistical challenges, including the distance between hotels and meeting rooms, was noted by another participant. Another participant voiced that the focused areas of the conference were not targeted or aligned with AVID strategies. Despite these concerns, the event was largely viewed as a worthwhile and impactful experience that participants would recommend and look forward to attending again.

EXAM AND COURSE MATERIALS PURCHASE

Year 1 MUSA funds supported student access to 768 postsecondary entrance exams (ACT and CLT) and 434 Cambridge AICE exams in Marion County, as well as the purchase of Pre-AP student and teacher resources in Highlands County.

The School Board of Marion County

- Year 1 MUSA funds supported 161 students to take the ACT exam across all seven high schools in the district.
- Year 1 MUSA funds supported 607 students to take the CLT.
- Year 1 MUSA funds supported 434 Cambridge AICE exams at Lake Weir High School to support the new program.

The School Board of Highlands County

- Year 1 MUSA funds supported the purchase of Pre-AP student workbooks and courses.
- Year 1 MUSA funds also supported the purchase of Pre-AP teacher resources.

AVID CENTER SERVICES

The AVID Center utilized Year 1 funds to support professional learning at its Summer Institute, District Leadership Training, and District Director Leadership Training, ***described above in the Educator Professional Development section of this report.*** Additionally, the AVID Center supported seven school districts (26 schools) with Year 1 MUSA funds to receive full AVID membership services.

1. Highlands (9 schools)
2. Levy (4 schools)
3. Marion (2 schools)
4. Nassau (1 school)
5. Putnam (4 schools)
6. Santa Rosa (3 schools)
7. Washington (3 schools)

AVID Membership offerings include coaching, support, materials, and funding for AVID elective course tutor salaries and supplies to its member districts and schools. Tutoring within the AVID elective, based on the Socratic method, is generally provided by college students, to increase connection and identification with students taking the AVID elective. Highlights of results reported by the AVID Center from AVID member districts supported with Year 1 MUSA funds are provided below (representing the 2023-2024 school year.)

Highlands

Enrollment in rigorous courses has increased across AVID MUSA funded sites. Data continues to reflect double digit percentage point differences between AVID and non-AVID students in progress monitoring of Math and ELA metrics. AVID students also have better attendance and higher graduation rates.

Levy

AVID is implemented district-wide, and there is a monthly newsletter that goes out to the whole district highlighting the AVID “wins” of the month. Some highlights are: Traveling to college fairs and career events; increased AVID strategies used throughout the district through purposeful professional learning; increased college level testing scores and recognitions including 18 students who received College board recognition; over 50 staff members trained at Summer Institute; increased AP test scores.

Marion

Dunnellon MS is offering 6 high school courses for 8th graders, and facilitated a College and Career Planning Night where they share the accelerated curriculum options that are available to students and how they fit in the development of a high school/college academic plan.

Nassau

An introduction to AVID was included as part of Yulee High School's orientation. Training was differentiated according to level of knowledge about AVID and its purpose. Teachers schoolwide are learning about AVID through implementation of WICOR strategies across all content areas. Teachers are introduced to these strategies at monthly department meetings and then expected to implement them in their classrooms.

Putnam

Graduation rates continue to be high, and in some cases, are increasing. There was an increase in accelerated courses for AVID Elective students. Schools have been intentional in the types of courses they are providing students and are now more aware of which courses students can be successful. Schools have been intentional about lesson planning and embedding AVID strategies. Teachers are more intentional with trying to engage students in their classrooms. The District Director has partnered with their Teaching and Learning Team and embedded AVID strategies in District Professional Learning. • Student work is displayed more often than before and praised. High schools have seen more scholarships awarded to AVID Students. AVID Seniors have applied to 4- or 2-year colleges and this past year they have seen an increase in students attending 4-year colleges. This represents a change, as students typically choose technical schools.

Santa Rosa

More teachers are using WICOR strategies and Focused Note-Taking. Data-driven professional development is on the rise. Students are more open to college or technical programs. The first college visit to UWF was a success, and ESE students' confidence and abilities have improved. One AVID school improved its grade from a C to a B, attributing this achievement to AVID strategies. Math acceleration enrollment and participation in high school credit courses have increased.

Washington

Counselors facilitate student success through workshops on grants and scholarships. Middle and high school students have access to college tours, sites host informational events like College, Career, and FAFSA Nights, involving parents. Counselors offer individualized college preparation sessions, inviting parents to participate.

PLANNING AND CAPACITY-BUILDING

Several Year 1 subrecipients utilized Year 1 MUSA funds to develop capacity and leadership to implement strategies to improve access to advanced courses and postsecondary preparation resources for students in future years. Equal Opportunity Schools (EOS) identified new districts and schools with whom to implement their Action for Equity model to identify and enroll more students in advanced courses in the coming school year, built relationships among leadership, and developed plans to roll out the program in collaboration with district and school stakeholders. The three Educational Consortia developed resource hubs and professional networking opportunities for teachers across member districts in role-alike content areas to support networking and sharing of best practices.

Equal Opportunity Schools

- With Year 1 MUSA Support, EOS expanded their reach throughout Florida, preparing 23 schools in three districts (Duval, Hernando, and Pasco) to implement the full EOS Action for Equity model in the 2024/2025 academic year. This included designing specific program goals for each school and liaising with district leaders and school administrators.
- EOS Partnership Directors were designated for each of the three counties, meeting regularly with leadership at the school and district levels to ensure they had an understanding of how to launch the program in fall 2024.
- EOS hosted five learning workshops in the three districts to educate key stakeholders about EOS tools, plan the fall EOS survey, and align work with school goals, as well as defining roles and responsibilities.

Year 1 Equal Opportunity Additional Districts/Schools Engaged

District	Schools
Duval	1. Atlantic Coast High School 2. First Coast High School
Hernando	1. Central High School 2. Frank Springstead High School 3. Hernando High School 4. Nature Coast Technical High School 5. Weeki Wachee High School
Pasco	1. Anclote High School 2. Angeline Academy of Innovation 3. Cypress Creek High School 4. Fivay High School 5. Gulf High School 6. Hudson High School 7. James W. Mitchell High School

District	Schools
	8. Kirkland Ranch Academy 9. Land O'Lakes High School 10. Pasco High School 11. River Ridge High School 12. Sunlake High School 13. Wendell Krinn Technical High School 14. Wesley Chapel High School 15. Wiregrass Ranch High School 16. Zephyrhills High School

Northeast Florida Education Consortium

- With Year 1 MUSA support, NEFEC created a [digital resource hub](#) to consolidate access to college and career preparation resources for educators, school counselors, and students. It also includes educational materials for advanced courses, making it easier for teachers and students alike to navigate support materials. NEFEC reports that this hub has enhanced students' ability to independently explore coursework and graduation pathways, as well as providing teachers with ready access to instructional materials and best practices. ***No digital hub utilization data was available at the time of this report, but NEFEC reports that the hub has received a great deal of positive feedback from educators and district leaders in NEFEC member districts, streamlining access to materials.***
- With Year 1 MUSA support, NEFEC secured access to data visualization tools that they report have improved the capacity of member districts to make data-driven decisions in educational planning and student advisement for accelerated pathways. With easy access to these tools, educators can more effectively identify students who are ready for advanced coursework and monitor their progress. NEFEC reports this approach has led to more personalized academic guidance.

Panhandle Area Education Consortium

- With Year 1 MUSA support, PAEC collaborated with districts to build teacher capacity in college and career readiness by introducing teachers in role-alike content areas to collaborate virtually and face-to-face. Eighty-five (85) teachers in the PAEC member district completed Content Area Professional Learning and PAEC developed flyers for the 2024-2025 school year meetings.

Heartland Education Consortium

- With Year 1 MUSA support, HEC collaborated with districts to build teacher capacity by setting up professional learning connections for teachers in role-alike content areas (CTE, Pre-AP/AP and AVID) to network and share best practices.

LOOKING FORWARD

When PBSC assumed leadership responsibility for MUSA in the context of a broader scope of strategic priorities than had been addressed in the past, significant start-up efforts were required. At the leadership level, these efforts involved establishing the infrastructure to address existing and new priorities, and laying the groundwork necessary to work with key partners. The extent of required administrative start-up work significantly constrained PBSC's timeframe to establish policies and procedures for school districts and key partners to request MUSA funds and make awards for Year 1, leading to a short implementation period for subrecipients (July 1, 2024-September 30, 2024.)

With the external evaluation team beginning work with PBSC in mid-July 2024, there was not time to establish a framework for subrecipient data collection for Year 1; therefore, this Year 1 report reflects retrospective analysis of reports subrecipients provided to PBSC without having received guidance on data collection and evaluation activities. PBSC MUSA leadership and the evaluation team understand the imperative to create an ***accountability framework*** for Year 2 and beyond, both for subrecipient and PBSC-led statewide MUSA initiatives. The accountability framework will establish that current and prospective MUSA-funded activities must directly align with the seven FLDOE-defined MUSA performance objectives, and capture appropriate data to measure outcomes via the following activities.

- *Provide technical assistance to subrecipients to align scopes of work with the FLDOE performance objectives*—In Year 2, this will be accomplished through meetings with Year 2 subrecipients, the Regional Managers, and the evaluation team, which will clarify implementation plans and reinforce the accountability framework. For the Year 3 application process, PBSC MUSA leadership and the evaluation team will offer technical assistance to applicants beginning in February 2025, as well as develop an application format that requires clear articulation of how proposed activities support progress toward the FLDOE-defined performance objectives and a data collection plan. The PBSC Grant Compliance Director will collaborate with the team on all activities around development and modification of subrecipient scopes of work and technical assistance.
- *Assess existing data collection plans among subrecipients and provide technical assistance to implement these plans, as needed*—While reviewing subrecipients' Year 2 scopes of work, the evaluation team will identify necessary data collection activities to accurately capture the outcomes of activities, and assess subrecipients' plans to collect and report this data. When necessary and appropriate, the evaluation team will provide technical assistance to subrecipients on tracking relevant and important data, develop and administer surveys to assess the impact of activities, and attend events to observe and conduct interviews/focus groups.

- *Collect data for a set of core indicators from each FL school district funded directly by MUSA and all other subrecipients (regional Educational Consortia and community partners) receiving MUSA funding to measure progress toward the seven FLDOE-defined MUSA performance objectives*—The evaluation team will work with directly-funded districts as well as districts touched by Educational Consortia and Educational Partner activities to collect this data, with the support of the Regional Managers. The data collection protocol is currently under development, and the evaluation team is currently identifying the specific indicators, which will likely include: counts of students passing advanced and dual enrollment courses; counts of students participating in college preparation activities, and counts of students who complete and pass SAT, ACT, and CLT benchmarks.¹
- *Visit select implementation sites to collect data on how MUSA is impacting school personnel, students, and parents*—The evaluation team will conduct site visits to a representative sample of implementation sites in the latter part of Year 2 and beyond to observe implementation of MUSA activities and conduct qualitative data collection activities with stakeholders.

In Year 2, the evaluation team will also work closely with PBSC MUSA leadership to develop a data collection framework for statewide initiatives—statewide professional development convenings, professional development for the state Advanced Psychology course rollout, and strategic efforts around increasing dual enrollment with the state college system—that supports the FLDOE’s priorities and reporting on the seven performance measures.

¹ The WorkED evaluation team requests the opportunity to meet with the Florida Department of Education to confirm understanding of the seven MUSA performance measures and required indicators to track and collect across MUSA-supported projects.