

Appendix B.
Evaluation of Full-Service Community Schools
Grantee Survey

OMB Number:
Expiration Date:



Full-Service Community Schools Evaluation

Fiscal Year 2022 Grantee Survey

INSTRUCTIONS SCREEN

Before you get started, here are a few helpful tips:

- To answer a question, click the circle or box to choose your response or type your answer.
- To continue to the next webpage, click the **"Next"** button.
- To go back to the previous webpage, click the **"Back"** button.
- Throughout the survey, you'll see some terms in blue. You can click on those to see a definition of the term.
- For security purposes, you will be timed out if you are idle for longer than 30 minutes.
- You can revisit the website as many times as needed to complete the survey. If you need to stop before finishing the survey, please be sure to click on the "Next" button before closing out so that your response(s) on that page are saved. You will resume at the next unanswered question when you return to the survey.
- Once you have finished and submitted your survey, you will no longer have access to it.

Please click the "Next" button below to begin or close this webpage to exit.

KEY DEFINITIONS

- **Assets and needs assessment:** This refers to a systematic process for identifying community assets and community needs based on the gaps that exist between the current and desired community conditions (this is sometimes called a community-based assets and needs assessment, or a collaborative asset and needs assessment).
- **Partners/partnerships:** This refers to either individuals or organizations who are embedded at the school (either on site or at a nearby location) and routinely provide a service for students and/or their families. Partners may also be active at the school by attending leadership meetings, being a part of the School Improvement Plan, or serving as members of site-based leadership teams.
- **Four Pillars of Full-Service Community Schools:** These evidence-based features, or pillars, include providing (1) integrated student supports (e.g., mental and physical health supports, social and emotional learning, access to nutrition support); (2) expanded and enriched learning time and opportunities (e.g., after-school enrichment and summer school); (3) active family and community engagement; and (4) collaborative leadership and practices that build a culture of professional learning, collective trust, shared responsibility, and support high-quality teaching.
 - o **Integrated student supports:** These are programs or services that schools or community partners provide to address academic and non-academic barriers to student success. Examples include physical and mental health supports (like school nurses, counselors, therapists, or psychologists), social and emotional learning, nutrition support, transportation assistance, social workers, or programs or services targeted to specific students (e.g., students who have been chronically absent).
 - o **Expanded and enriched learning time and opportunities:** These include evidence-based strategies, including before-school, after-school, during-school, weekend, and summer programs that provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities, for students at a community school that — (i) may emphasize real-world project-based learning where students can apply their learning to contexts that are relevant and engaging; and (ii) may include art, music, drama, creative writing, hands-on experience with engineering or science (including computer science), career and technical education, tutoring that is aligned with classroom success, homework help, and recreational programs that enhance and are consistent with the school's curriculum.
 - o **Active family and community engagement:** These practices (i) bring parents and families of students at the community school and community members and leaders into the school as partners in students' education, including meaningfully involving parents and families in the community school's decision-making processes and may include a family support coordinator; (ii) make the community school a hub for services, activities, and programs for students, families, and members of the neighborhood that the community school serves; (iii) provide adults with desired educational and employment opportunities and other support services; and (iv) provide centralized supports for families and communities in community schools, which may include an engagement coordinator, English as a second language classes, citizenship preparation, computer skills, art, housing assistance, child abuse and neglect prevention supports, health and mental health, literacy programs, digital literacy training, or other programs that bring community members into a school building for meetings, events, or programming.
 - o **Collaborative leadership and practices:** These practices build a culture of professional learning, collective trust, shared responsibility, and support high-quality teaching in each community school using strategies that — (i) at a minimum, include a school-based leadership team with representation of students (when applicable/appropriate), parent and family leaders and community partners; a community school coordinator; and a community-wide leadership team at the district- or grantee-level; and (ii) may include other leadership or

governance teams or community coalitions, educator learning communities, and other staff to manage the multiple, complex joint work of school and community organizations.

- **Community Schools Forward Costing Tool:** This tool is designed to provide a means of estimating the cost of transforming a traditional school into a community school and help users think about these resources within the context of a comprehensive community school framework and assist with planning. The tool is intended for use primarily by community schools initiative staff who are involved in the planning and support for community schools. It may be useful to school administrators or community school coordinators to help with initial planning and budgeting to establish or expand a community school. The Costing Tool is available online at: <https://learningpolicyinstitute.org/product/community-schools-costing-tool>.
- **Apex Evaluation Return on Investment (ROI) App:** This app from Apex Evaluation was developed for Community Schools Coordinators to try to maximize the usefulness of data, increase efficiency and consistency in data collection processes, increase accuracy and credibility in data reporting, and elevate their ongoing evaluation efforts. The app also includes features that assist with documenting impact across partners and programs, informing and guiding state and district-wide scaling efforts, and supporting implementation of Full-Service Community Schools programs or grants. The app was released in spring of 2023. More information is available at <https://apexeval.org/csdlh/>.
- **Grantee organization:** This refers to an organization supporting multiple community schools and managing the Full-Service Community Schools grant, such as a district, regional, or state education agency, or a community-based partner organization.

ALL

The National Center for Education Evaluation and Regional Assistance within the Institute of Education Sciences at the U.S. Department of Education has contracted with Mathematica to learn about how the Full-Service Community Schools (FSCS) federal grant program is implemented.

This current survey will provide early information on grant implementation to the Department and inform the study of future FSCS grantees. This survey will take about 15 minutes to complete. If others within your organization or district(s) have more knowledge about some survey items, feel free to reach out to them as necessary for assistance, share the survey login link with them, or work on the survey responses together with them.

All information that would permit identification of a specific grantee or individual respondent will be held in strict confidence to the study team at the Institute of Education Sciences and Mathematica, will be used only by persons engaged in the study and for the purposes of the study, and will not be disclosed or released to others for any purpose except as required by law.

Thank you for joining us in our effort to better understand the FSCS grant program. If you have any questions or feel you are not the best person to complete the survey on behalf of your grant, please contact:

Ryan Callahan, (XXX) XXX-XXXX

Email: [Study email]

ALL
[NAME] [EMAIL] [PHONE NUMBER] [POSITION]

Info. Before you begin the survey, please confirm your contact information. If the information below is correct, please click next to proceed to the next question. If the listed information is incorrect or incomplete, please provide the correct information. We will only contact you if we have questions about your survey answers.

[NAME]

Name

[EMAIL]

Email

[PHONE NUMBER]

Phone Number

[POSITION]

Position at organization

Section A: Full-Service Community Schools Grant Activities

ALL

The first set of questions ask about how you have spent Fiscal Year 2022 Full-Service Community Schools grant funds on planning activities and on services for students and families. —

A1. Have you spent any of the funds from the Fiscal Year 2022 Full-Service Community Schools grant yet? Please consider only funds spent so far. If funds are earmarked, but not yet spent, do not count them.

MARK ONE ONLY

- m Yes..... 1
- m No..... 0

ALL

A2. Across all of the schools that will be supported by your Fiscal Year 2022 Full-Service Community Schools grant, how many have completed each of the following activities?

FULL-SERVICE COMMUNITY SCHOOLS GRANT ACTIVITIES	PROGRESS FOR SCHOOLS IN COMPLETING EACH ACTIVITY (MARK ONE IN EACH ROW)					
	Not complete in any schools	Complete in less than half of the schools	Complete in about half of the schools	Complete for more than half of the schools	Complete for all of the schools	I don't know
a. Conducting any assets and needs assessments [LINK TO DEFINITION]	1 m	2 m	3 m	4 m	5 m	d m
b. Filling community school coordinator positions	1 m	2 m	3 m	4 m	5 m	d m
c. Providing training to community school coordinators	1 m	2 m	3 m	4 m	5 m	d m
d. Finalizing membership for all required staff, family, and partner-organization positions on the school-based leadership team and (if applicable) community-wide leadership team	1 m	2 m	3 m	4 m	5 m	d m

FULL-SERVICE COMMUNITY SCHOOLS GRANT ACTIVITIES	PROGRESS FOR SCHOOLS IN COMPLETING EACH ACTIVITY (MARK ONE IN EACH ROW)					
	Not complete in any schools	Complete in less than half of the schools	Complete in about half of the schools	Complete for more than half of the schools	Complete for all of the schools	I don't know
e. Starting to hold meetings for the school-based and (if applicable) community-wide leadership teams	1 m	2 m	3 m	4 m	5 m	d m
f. Providing at least one grant-supported service to students or families, using either school-based staff or partner organizations to deliver services	1 m	2 m	3 m	4 m	5 m	d m

A2B= (2, 3, 4, OR 5)

A3. Among the filled community school coordinator positions, how many of them were already working at the school?

MARK ONE ONLY

- m None of the community school coordinators were already working at the school..... 1
- m Less than half of the community school coordinators were already working at the school..... 2
- m About half of the community school coordinators were already working at the school..... 3
- m More than half of the community school coordinators were already working at the school..... 4
- m All of the community school coordinators were already working at the school..... 5

A1=1 AND A2F=(2, 3, 4, OR 5)

A4. The next questions ask about the primary ways Fiscal Year 2022 grant funds are being spent in supported schools. When answering these questions, please consider the most typical spending profile at your grant-supported schools.

We would like to know whether Fiscal Year 2022 grant funds have been primarily spent to expand existing services to reach more recipients, improve existing services for current recipients, or provide new services. So far, what has been the primary purpose of these grant funds? Please consider only funds spent so far.

MARK ONE ONLY

- m Grant funds were spent primarily to expand existing services to reach more recipients..... 1
- m Grant funds were spent primarily to improve existing services for current recipients..... 2
- m Grant funds were spent primarily to provide new services.....3
- m I don't know how grant funds have been spent.....d

ALL

IF A4 NOT ASKED THEN DISPLAY [THE NEXT FEW QUESTIONS...]

A4a. [The next questions ask about the primary ways Fiscal Year 2022 grant funds are being spent in supported schools. When answering these questions, please consider the most typical spending profile at your grant-supported schools.]

Looking forward over the next four years, do you anticipate your Fiscal Year 2022 grant funds will be primarily spent to expand existing services to reach more recipients, improve existing services for current recipients, or provide new services?

MARK ONE ONLY

- m Grant funds will primarily focus on expanding existing services to reach more recipients..... 1
- m Grant funds will primarily focus on improving existing services for current recipients..... 2
- m Grant funds will primarily focus on providing new services.....3
- m I don't know how grant funds will be spent.....d

A1=1 AND A4=(1, 2, OR 3)
A5=5 RESPONSE OPTION IS MUTUALLY EXCLUSIVE

A5. Now we would like to know about grant spending for each of the Full-Service Community School pillars. Have funds from the Fiscal Year 2022 Full-Service Community Schools grant provided services under the following pillars?

Please consider only funds spent so far.

MARK ALL THAT APPLY

- Grant funds have provided services for integrated student supports [LINK TO DEFINITION]..... 1
- Grant funds have provided services for expanded and enriched learning time and opportunities [LINK TO DEFINITION]..... 2
- Grant funds have provided services for active family and community engagement [LINK TO DEFINITION]..... 3
- Grant funds have provided services for collaborative leadership and practices [LINK TO DEFINITION]..... 4
- None of the above..... 5

A1=1 AND A4=(1, 2, OR 3) AND A5=(1,2,3 OR 4)

DISPLAY A6A IF A5=1

DISPLAY A6B IF A5=2

DISPLAY A6C IF A5=3

DISPLAY A6D IF A5=4

IF ONE A5 OPTION SELECTED, DISPLAY "THE" TEXT AT A6; OTHERWISE DISPLAY "EACH" TEXT AT A6.

A6. For [each/the] pillar below, please indicate whether Fiscal Year 2022 Full-Service Community Schools grant funds have been primarily spent to expand existing services to reach more recipients, improve existing services for current recipients, or provide new services.

Please consider only funds spent so far.

PILLAR	PRIMARY USE OF GRANT FUNDS (MARK ONE IN EACH ROW)		
	Grant funds primarily spent to expand existing services to reach more recipients	Grant funds primarily spent to improve existing services for current recipients	Grant funds primarily spent to provide new services
a. Integrated student supports [LINK DEFINITION]	1 m	2 m	3 m
b. Expanded and enriched learning time and opportunities [LINK DEFINITION]	1 m	2 m	3 m
c. Active family and community engagement [LINK DEFINITION]	1 m	2 m	3 m
d. Collaborative leadership and practices [LINK DEFINITION]	1 m	2 m	3 m

ALL

A7. So far, have Fiscal Year 2022 Full-Service Community Schools grant funds been spent on any of the following summer programs or services? If not, are grant funds expected to be spent on these programs or services in the future?

SUMMER PROGRAM	HAVE FULL-SERVICE COMMUNITY SCHOOLS GRANT FUNDS BEEN SPENT ON ANY OF THE FOLLOWING PROGRAMS OR SERVICES IN SUMMER 2023? (MARK ONE IN EACH CELL)
a. Summer programs or services that address academic needs, including pandemic-related interruptions in learning	1 <input type="checkbox"/> Yes, Full-Service Community Schools grant funds were spent on these programs or services for summer 2023 2 <input type="checkbox"/> No, but Full-Service Community Schools grant funds are expected to be spent on these programs or services in the future 3 <input type="checkbox"/> No, Full-Service Community Schools grant funds are not expected to be spent on these programs or services 4 <input type="checkbox"/> I do not know
b. Summer programs or services that address mental health, social, or emotional needs	1 <input type="checkbox"/> Yes, Full-Service Community Schools grant funds were spent on these programs or services for summer 2023 2 <input type="checkbox"/> No, but Full-Service Community Schools grant funds are expected to be spent on these programs or services in the future 3 <input type="checkbox"/> No, Full-Service Community Schools grant funds are not expected to be spent on these programs or services 4 <input type="checkbox"/> I do not know
c. Any other summer programs or services not included in the prior two rows.	1 <input type="checkbox"/> Yes, Full-Service Community Schools grant funds were spent on these programs or services for summer 2023 2 <input type="checkbox"/> No, but Full-Service Community Schools grant funds are expected to be spent on these programs or services in the future 3 <input type="checkbox"/> No, Full-Service Community Schools grant funds are not expected to be spent on these programs or services 4 <input type="checkbox"/> I do not know

SOFT CHECK IF A1=0 (NO) AND (A7A=1 OR A7B=1 OR A7C=1):

Earlier you reported that no funds from the Fiscal Year 2022 Full-Service Community Schools grant have been spent yet. In the last question, you entered that grant funds were spent on programs for summer 2023. Please let us know which is correct.

We have spent funds from the Fiscal Year 2022 Full-Service Community Schools grant.....1

PROGRAMMER: SET A1=1 AND GO BACK TO ASK A4, A5, AND A6. THEN GO TO B1

We have not spent funds from the Fiscal Year 2022 Full-Service Community Schools grant. I will revise responses to the previous question asking about summer 2023 programs.....2

PROGRAMMER: GO TO A7

Section B: Partner Organizations

ALL

The next set of questions ask about your partner organizations under the Fiscal Year 2022 Full Service Community Schools grant and your memorandum of understanding (MOU) with each partner.

B1. Have you already made, or do you plan to make, any changes to the list of partner organizations from your Fiscal Year 2022 grant application or the MOUs with each partner?

MARK ONE ONLY

- m Yes, we have made changes or plan to make changes.....1 B2
- m No, we have not made any changes and do not plan to make any changes.....2 C1
- m We are not sure yet about what changes, if any, we will make to the list of partner organizations and MOUs.....3 C1

B1=1

DISPLAY RESPONSE OPTION 5 IF STATE SCALING-GRANTEE PRE-LOAD VARIABLE = 1

B2. What changes did you make, or what changes do you plan to make, to the list of partner organizations or MOUs from your Fiscal Year 2022 grant application?

MARK ALL THAT APPLY

- We are not working with/will not work with one or more partner organizations that were named in the grant application.....1
- We added/will add one or more new partner organizations that were not named in the grant application.....2
- We made/will make changes to the set of services one or more partner organizations will support.....3
- We made/will make changes to the roles or responsibilities of one or more partner organizations (other than the set of services the partner organization will support).....4
- [DISPLAY IF STATE SCALING-GRANTEE = 1] We made/will make changes to membership in the grant's state steering committee.....5
- We made/will make other changes for one or more partner organizations (specify)..... 99

B1 = 1

DISPLAY RESPONSE OPTION 6 IF STATE SCALING-GRANTEE PRE-LOAD VARIABLE = 1

B3. Why did you, or why will you, make these changes to the list of partner organizations or MOUs from your Fiscal Year 2022 grant application?

MARK ALL THAT APPLY

- Not enough time to identify all of the partners before the grant application deadline..... 1
- Not enough time to finalize all of the MOUs before the grant application deadline..... 2
- Identified a need for a new service, activity, or role after the grant application deadline..... 3
- We eliminated a service, activity, or role after the grant application deadline.....4
- Partner organization(s) no longer provide the service, activity, or role.....5
- The timeline for partner organization involvement changed.....6
- Partner organization(s) no longer exist.....7
- [DISPLAY IF STATE-SCALING GRANTEE = 1] The state steering committee suggested changes..... 8
- Some other reason or reasons (specify).....99

Section C: Technical Assistance Supports and Resources

ALL

Next, we have a few questions about your use of technical assistance supports and resources.

C1. Have you used the Community Schools Forward costing tool [LINK TO DEFINITION] at any point since the grant was awarded? Please only mark “yes” if you have at a minimum entered any information about services funded by your Fiscal Year 2022 grant using the tool.

MARK ONE ONLY

- m Yes..... 1 C3
m No..... 0 C2

SOFT CHECK IF A1=0 (NO) AND C1=1:

Earlier you reported that no funds from the Fiscal Year 2022 Full-Service Community Schools grant have been spent yet. Just to confirm your response, have you used the Community Schools Forward costing tool even though no grant funds have been spent yet?

- m Yes, this is correct..... 1

PROGRAMMER: GO TO C3

- m Actually, we have spent funds from the Fiscal Year 2022 Full-Service Community Schools grant..... 2

PROGRAMMER: SET A1=1 AND GO BACK TO ASK A4, A5, AND A6. THEN GO TO C3

- m Actually, we have not used the Community Schools Forward costing tool (that is, we have not entered any information about services funded by the Fiscal Year 2022 grant using the tool)..... 3

PROGRAMMER: SET C1=0 AND GO TO C2

C1=0
C2=1 RESPONSE OPTION IS MUTUALLY EXCLUSIVE

C2. Why have you not used the Community Schools Forward costing tool [LINK TO DEFINITION]?

MARK ALL THAT APPLY

- m We were not aware of the Community Schools Forward costing tool.....1
- o We were aware of the Community Schools Forward costing tool, but did not believe it would be useful.....2
- o We were aware of the Community Schools Forward costing tool, but did not believe the tool's program and/or cost categories align with how we track programs and costs.....3
- o We were aware of the Community Schools Forward costing tool, but did not have enough time to use it.....4
- o We were aware of the Community Schools Forward costing tool, but have not had an opportunity to use it because we have not yet spent any of the funds from the Fiscal Year 2022 Full-Service Community Schools grant on the relevant categories.....5
- o Something else (specify).....99

ALL
IF C1=1 DISPLAY "AGAIN" TEXT IN C3

C3. Do you have any plans to use the Community Schools Forward costing tool [LINK TO DEFINITION] (again) at any point in the next two years?

MARK ONE ONLY

- m Yes.....1
- m No.....0
- m Not sure.....2

ALL

C4. Have you used the Apex Evaluation Return on Investment app [LINK TO DEFINITION] at any point since the grant was awarded? Please only mark “yes” if you have at a minimum entered any information about services funded by your Fiscal Year 2022 grant using the app.

MARK ONE ONLY

- m Yes..... 1 C6
- m No..... 0 C5

SOFT CHECK IF A1=0 (NO) AND C4=1:
Earlier you reported that no funds from the Fiscal Year 2022 Full-Service Community Schools grant have been spent yet. Just to confirm your response, have you used the Apex Evaluation Return on Investment app even though no grant funds have been spent yet?

- m Yes, this is correct..... 1
PROGRAMMER: GO TO C6
- m Actually, we have spent funds from the Fiscal Year 2022 Full-Service Community Schools grant..... 2
PROGRAMMER: SET A1=1 AND GO BACK TO ASK A4, A5, AND A6. THEN GO TO C6
- m Actually, we have not used the Apex Evaluation Return on Investment app (that is, we have not entered any information about services funded by the Fiscal Year 2022 grant using the app)..... 3
PROGRAMMER: SET C4=0 AND GO TO C5

C4=0
C5=1 RESPONSE OPTION IS MUTUALLY EXCLUSIVE

C5. Why have you not used the Apex Evaluation Return on Investment app [LINK TO DEFINITION]?

MARK ALL THAT APPLY

- m We were not aware of the Apex Evaluation Return on Investment app.....
- We were aware of the Apex Evaluation Return on Investment app, but did not believe it would be useful.....2
- We were aware of the Apex Evaluation Return on Investment app, but did not believe the app's program and/or cost categories align with how we track programs and costs..... 3
- We were aware of the Apex Evaluation Return on Investment app, but did not have enough time to use it.....4
- We were aware of the Apex Evaluation Return on Investment app, but have not had an opportunity to use it because we have not yet spent any of the funds from the Fiscal Year 2022 Full-Service Community Schools grant on the relevant categories.....5
- Something else (specify).....99

ALL
IF C4=1 DISPLAY "AGAIN" TEXT IN C6

C6. Do you have any plans to use the Apex Evaluation Return on Investment app [LINK TO DEFINITION] (again) at any point in the next two years?

MARK ONE ONLY

- m Yes.....1
- m No.....0
- m Not sure.....2

Section D: Funding Sources for Community School Services

ALL

D1. We would like to know whether expected funding sources for various community school activities include the Fiscal Year 2022 Full-Service Community Schools federal grant or other funding sources (such as district and state funding, foundation grants, or other federal grants).

For each category, as applicable, please only consider additional community school activities that go beyond what is required in a typical public school—then indicate whether funding for those activities are expected to come from the Fiscal Year 2022 Full-Service Community Schools federal grant versus other sources during the five-year grant period. When responding, please consider the full duration of the grant funding period.

COMMUNITY SCHOOL BUDGET CATEGORY	PORTION OF FUNDING EXPECTED TO COME FROM FULL-SERVICE COMMUNITY SCHOOLS GRANT (MARK ONE IN EACH ROW)				
	No funding expected from Full-Service Community Schools grant, but there is funding expected from other sources	Some funding expected from Full-Service Community Schools grant <u>and</u> some funding expected from other sources	All funding is expected to be from the Full-Service Community Schools grant	No activities expected to be funded in this category	Don't know
a. Expanded services provided primarily <i>by school-based staff</i> (such as after-school programs, summer programs, or new supports for mental and physical health or nutrition)	1 m	2 m	3 m	0 m	d m
b. Expanded services provided primarily <i>by partner organizations (programs may be provided on-site, such as after-school or summer programs, but they are provided by non-school-based staff)</i>	1 m	2 m	3 m	0 m	d m
c. Development and maintenance of a data system to track service provision for individual students and families across multiple service providers	1 m	2 m	3 m	0 m	d m
d. Expanded shared leadership activities and practices (for example, forming school-based leadership teams or advisory boards that include parents, students, and community	1 m	2 m	3 m	0 m	d m

Grantee Survey

	PORTION OF FUNDING EXPECTED TO COME FROM FULL-SERVICE COMMUNITY SCHOOLS GRANT (MARK ONE IN EACH ROW)				
COMMUNITY SCHOOL BUDGET CATEGORY	No funding expected from Full-Service Community Schools grant, but there is funding expected from other sources	Some funding expected from Full-Service Community Schools grant and some funding expected from other sources	All funding is expected to be from the Full-Service Community Schools grant	No activities expected to be funded in this category	Don't know
partners)					
e. Staffing and operations costs for the grantee organization	1 m	2 m	3 m	0 m	4 m
f. Community school coordinator costs	1 m	2 m	3 m	0 m	4 m
g. Professional development costs for school-based staff (teachers, community school coordinators, and/or other school-based service providers)	1 m	2 m	3 m	0 m	4 m
h. Community-connected classroom instruction costs (for example, designing curriculum around a local, community-based project or including community volunteers in classroom activities)	1 m	2 m	3 m	0 m	4 m
i. Development of other [LINK TO GRANTEE ORGANIZATION DEFINITION] supports for groups of community schools	1 m	2 m	3 m	0 m	4 m

IF ANY D1A TO D1I = D

IF ONE D1A TO D1I=D, DISPLAY "ONE CATEGORY" AND "THIS CATEGORY" TEXT IN D2; DISPLAY "THIS CATEGORY" IN THE RESPONSE OPTIONS.

IF TWO OR MORE D1A TO D1I=D, DISPLAY "SOME CATEGORIES" AND "THESE CATEGORIES" TEXT IN D2; DISPLAY "SOME CATEGORIES" AND "HERE IF THE REASONS VARY FOR DIFFERENT CATEGORIES" IN THE RESPONSE OPTIONS.

IF ALL D1A TO D1I=D, DISPLAY "ALL THE CATEGORIES" AND "THESE CATEGORIES" TEXT IN D2; DISPLAY "SOME CATEGORIES" AND "HERE IF THE REASONS VARY FOR DIFFERENT CATEGORIES" IN THE RESPONSE OPTIONS.

D2. You reported "don't know" for (one category / some categories / all the categories) in the previous question that asks about expected funding sources. What were your reasons for reporting "don't know" for (this category/these categories)?

MARK ALL THAT APPLY

- I know how to gather or access the funding information, but I would need some additional time to do so.....1
- I do not know how to gather or access the funding information myself, but know somebody else who can.....2
- I do not know how to gather or access the funding information, and do not know anyone else who can.....3
- I do not think the funding information is or will be available.....4
- I do not know if the grant expects to fund activities under (this category / some categories).....5
- Some other reason or reasons (specify here if the reasons vary for different categories).....6

IF ANY D1A TO D1I = 2

IF ONE D1A TO D1I=2, DISPLAY "ONE CATEGORY" AND "THIS CATEGORY" TEXT IN D3; DO NOT DISPLAY PARENTHESIS TEXT FOR RESPONSE OPTION 1; DO NOT DISPLAY RESPONSE OPTION 2.

IF TWO OR MORE D1A TO D1I=2, DISPLAY "THE FOLLOWING CATEGORIES:" WITH BULLETED LIST OF D1 QUESTION TEXT FOR ALL CATEGORIES WHERE D1=2 AND "THESE CATEGORIES" TEXT IN D3; DISPLAY PARENTHESIS TEXT FOR RESPONSE OPTION 1 AND DISPLAY RESPONSE OPTION 2.

IF ALL D1A TO D1I=2, DISPLAY "THE FOLLOWING CATEGORIES:" WITH BULLETED LIST OF ALL D1 QUESTION TEXT" AND "THESE CATEGORIES" TEXT IN D3; DISPLAY PARENTHESIS TEXT FOR RESPONSE OPTION 1 AND DISPLAY RESPONSE OPTION 2.

D3. You reported that you expect "some funding from Full-Service Community Schools grant and some funding from other sources" for (one category / the following categories: [LIST D1=2 CATEGORIES]) in the prior question about funding sources. For (this category / these categories), do you expect to be able to estimate the percentage of total funding for (that category / these categories) that comes from the Full-Service Community Schools grant?

MARK ONE ONLY

- m Yes, for every category where you reported "some funding".....1 END
- m [IF TWO OR MORE D1A TO D1I=2]Yes for some of the categories but not others..... 2 D4
- m Not sure..... 3 D4
- m No.....0 D4

D3=0,2,3

IF D3=2 OR 0 DISPLAY "DO YOU NOT EXPECT" TEXT IN D4;

IF D3=3 DISPLAY "ARE YOU NOT SURE IF YOU WILL" TEXT IN D4;

IF ONE D1A TO D1I=2, DISPLAY "THAT CATEGORY" TEXT IN D4;

IF TWO OR MORE D1A TO D1I=2, DISPLAY "ALL OF THESE CATEGORIES" TEXT IN D4;

D4. Why (do you not expect to / are you not sure if you will) be able to estimate the percentage of total funding that comes from the Full-Service Community Schools grant for (that category / all of these categories)?

PLEASE SPECIFY

Thank you for your time!