Mathematica

Full-Service Community Schools Evaluation

Fiscal Year 2023 Interim 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

- **Blending and braiding funds:** Blending combines funds into a single pot that has its own requirements. Funds do not maintain their own identity in this broader pot. Braiding occurs when districts coordinate funds from different sources for one purpose, but each of these funds maintains its own requirements.

- **Community school:** By community school, we mean a public elementary school or secondary school that— (A) endeavors to coordinate and integrate educational, developmental, family, health, and other comprehensive services through neighborhood organizations and public and private partnerships; and (B) provides access to those services in school to students, families, and the community. This could include access during the school year (including before- and after-school hours and weekends), as well as during the summer.

- **Community School Coordinator:** An individual in a full-time position who serves to plan, integrate, coordinate, and facilitate the delivery of services at each school.

- **Needs and assets 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 needs and assets assessment, or a collaborative needs and assets assessment). By community assets, we are referring to any available services or programs in your community, including services that community members or local organizations offer inside or outside of the school system.

- **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 the school-based leadership team.

- **School-based leadership team:** A team that shares responsibility for designing and implementing the school's strategy. This team is often comprised of teachers, other school staff, families, community partners, and students (when applicable/appropriate).

- **Partner agreements / Memorandums of Understanding (MOUs):** Applicants completed a preliminary MOU among all partner entities at the time of the application. During the first year of the grant, grantees work to finalize MOUs among all partner entities that will assist the grantee to plan, develop, coordinate, provide, and evaluate pipeline services and that describes the roles and responsibilities that the partners.

o **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 organization.

ALL

The National Center for Education Evaluation and Regional Assistance within the Institute of Education Sciences (IES) at the U.S. Department of Education has contracted with Mathematica to conduct a study of the Full-Service Community Schools grant program.

This survey will gather information about implementation of the needs and assets assessment, funding, challenges faced, partnerships, and supports to partner schools for the services that will be supported by the Full-Service Community Schools grant.

The survey will take about 15 minutes to complete. If others within your organization or district(s) have more knowledge about some survey items, please feel free to reach out to them as necessary for assistance.

Thank you for joining us in our effort to better understand this grant program!

If you have any questions or feel you are not the best person to complete the survey on behalf of your grant, contact:

Ryan Callahan, (XXX) XXX-XXXX
Email: FSCS_evaluation@mathematica-mpr.com

ALL
[NAME] [EMAIL] [PHONE NUMBER] [POSITION] [ORGANIZATION] [NUM SCHOOLS]

Info1. **Before you begin the survey, please confirm the following information. We will only contact you if we have questions about your survey answers. If the listed information is not correct or is incomplete, please provide corrected information. Otherwise, you can leave the box blank.**

[NAME]

Name

[EMAIL]

Email

[PHONE NUMBER]

Phone Number

[POSITION]

Your position at organization

[ORGANIZATION]

Organization or School District

[NUM SCHOOLS]

Number of schools included in your grant

Section A: Partnerships

We would like to learn more your grant's partnerships [LINK TO DEFINITION].

ALL

A1. **Since the first year of your grant, did you add any new partners [LINK TO DEFINITION]?**

❍ Yes...1 A2

❍ No..0 A4

A1=1

A2. **How many total partners [LINK TO DEFINITION] did you add since the first year of your grant?**

|__|__| NUMBER OF PARTNERS
(1-99)

A1=1

A3. **Why did you add [this partner / these partner(s)] [LINK TO DEFINITION] to your grant?**

Select all that apply

☐ We added a service, activity, or role...1

☐ We added new partner organization(s) to replace original partner organization(s) that no longer provide(s) the service, activity, or role..2

☐ We added new partner organization(s) to replace original partner organization(s) that cannot begin providing the service, activity, or role when it is needed 3

☐ We added new partner organization(s) to replace original partner organization(s) that no longer exist(s) 4

☐ We added new partner organization(s) to provide better services, activities, or roles, without replacing the original partner organization(s) on the MOU................5

☐ We could not reach agreement with the original partner organization(s) on the MOU 6

☐ [DISPLAY IF STATE-SCALING GRANTEE = 1] The state steering committee suggested changes that require a new or different partner...7

☐ Other (Please specify)...8

☐ I don't know..d

ALL

A4. **Since the first year of your grant, did you drop or remove any partners [LINK TO DEFINITION]?**

  ○ Yes...1 A5

  ○ No..0 B1

A4=1

A5. **How many total partners [LINK TO DEFINITION] did you drop or remove since the first year of your grant?**

  |__|__| NUMBER OF PARTNERS ALL RESPONSES GO TO A6
  (1-99)

A4=1

A6. **Why did you drop or remove [this partner / these partners] [LINK TO DEFINITION]?**

Select all that apply

  □ We eliminated a service, activity, or role...1

  □ Partner organization(s) no longer provide the service, activity, or role..........2

  □ Partner organization(s) could not provide the service, activity, or role when it was needed
  3

  □ Partner organization(s) no longer exist...4

  □ We could not reach agreement with the original partner organization(s) on the MOU
  5

  □ [DISPLAY IF STATE-SCALING GRANTEE = 1] The state steering committee suggested changes that require a new or different partner...6

  □ Other (Please specify)..7

   [   ]

  □ I don't know...d

Section B: State Steering Committee

Next, we have a few questions about your State steering committee.

[STATESCALINGGRANTEE]=1

B1. **Which of the following groups have members on the State steering committee?**

Select all that apply

- ☐ School administrators 1
- ☐ Teachers..2
- ☐ Other school-based staff (such as school counselors)................................3
- ☐ Community school coordinators [LINK TO DEFINITION] from FSCS grantee schools 4
- ☐ Community partners (such as service providers)..5
- ☐ Community school initiative leaders..6
- ☐ Early childhood education organizations...7
- ☐ Education unions/associations..8
- ☐ Families...9
- ☐ Something else (Please specify)...10

IF [STATESCALINGGRANTEE]=1

B2. **How frequently [will/does] the State steering committee for your Fiscal Year 2023 Full-Service Community Schools grant [plan on meeting/meet]?**

- ○ More than once a month..1
- ○ Once a month..2
- ○ Two to four times per year...3
- ○ Once every year...4
- ○ Less than once a year..5
- ○ Not sure yet or don't know...6

[STATESCALINGGRANTEE]=1

B3. **So far, has the state steering committee provided input or offered advising on any of the following activities related to your Fiscal Year Full-Service Community Schools grant?**

Select all that apply

- ☐ The goals of your Full-Service Community Schools grant.............................1

☐ Which school districts to serve with grant funds..2

☐ Which schools to serve with grant funds...3

☐ What services to provide with grant funds...4

☐ Which partners to include in your grant...5

☐ The annual, independent grant evaluation...6

☐ Sustainability of the community school model after your grant ends.............7

☐ Something else (Please specify)...8

Section C: Challenges

Next, we have some questions about challenges you may have faced.

ALL

C1. **Since receiving your grant, how challenging were each of the following activities when planning or implementing grant-funded services or programs? Please consider the following definitions when answering this question:**

Not challenging: *This was not a challenge.*

Somewhat challenging: *This was a challenge that we spent time and resources to address, but it did not affect our ability to plan or implement grant services or programs.*

Very challenging: *This was a challenge that affected our ability to plan or implement grant services or programs.*

		Level of challenge			
		Not challenging	**Somewhat challenging**	**Very challenging**	**Don't know**
a.	Building and maintaining relationships with partner schools	₁ m	₂ m	₃ m	ₔ m
b.	Building and maintaining relationships with the community	₁ m	₂ m	₃ m	ₔ m
c.	Building and maintaining relationships with partner organizations [LINK TO DEFINITION]	₁ m	₂ m	₃ m	ₔ m
d.	Blending and braiding funds [LINK TO DEFINITION] to support the community school model	₁ m	₂ m	₃ m	ₔ m
e.	Creating and managing a budget to support the community school model	₁ m	₂ m	₃ m	ₔ m
f.	Working with partner schools to help them understand the grant	₁ m	₂ m	₃ m	ₔ m
g.	Developing a system and procedures for providing technical assistance to	₁ m	₂ m	₃ m	ₔ m

	Level of challenge			
	Not challenging	**Somewhat challenging**	**Very challenging**	**Don't know**
schools				
h. Meeting grant reporting requirements	₁ m	₂ m	₃ m	d m
i. Retaining community school coordinators [LINK TO DEFINITION]	₁ m	₂ m	₃ m	d m
j. Onboarding community school coordinators [LINK TO DEFINITION] (for example, training them for the new role or conducting orientation activities)	₁ m	₂ m	₃ m	d m
k. Identifying data sources or creating a data system to monitor and evaluate progress	₁ m	₂ m	₃ m	d m
l. Recruiting families and students in the school community to serve as key partners in decision-making activities (for example, school-based leadership teams [LINK TO DEFINITION])	₁ m	₂ m	₃ m	d m
m. Securing active involvement of families and students in the school community in decision-making activities (for example, school-based leadership teams [LINK TO DEFINITION])	₁ m	₂ m	₃ m	d m

ANY C1A TO C1M = 2 OR 3

C2. **To what extent did the following strategies address the challenge(s) you reported in the previous question?**

STRATEGY	How did this strategy address the challenge?			
	Did not address challenge	**Somewhat addressed challenge**	**Addressed challenge**	**Did not use / not applicable**
a. Worked with a national technical assistance provider	₁ m	₂ m	₃ m	₄ m
b. Worked with a local consultant or contractor	₁ m	₂ m	₃ m	₄ m
c. Consulted with or learned from other Full-Service Community Schools grantees	₁ m	₂ m	₃ m	₄ m
d. Consulted with or learned from other communities that do not have Full-Service Community Schools grants	₁ m	₂ m	₃ m	₄ m
e. Consulted with a U.S. Department of Education project officer	₁ m	₂ m	₃ m	₄ m
f. Engaged with a partner organization or service provider [LINK TO DEFINITION] that supports community schools	₁ m	₂ m	₃ m	₄ m
g. Engaged with school district central office staff	₁ m	₂ m	₃ m	₄ m
h. Hired new staff with expertise in the challenge or challenges faced	₁ m	₂ m	₃ m	₄ m
i. Other strategy (specify):	₁ m	₂ m	₃ m	₄ m

Section D: Technical Assistance

Next, we ask about grantee-provided technical assistance support.

ALL

D1. **Since receiving your Fiscal Year 2023 Full-Service Community Schools grant, did [ORGANIZATION] provide any technical assistance (TA) to the school(s) supported by that grant?**

    m Yes...1   D2

    ○ No..0   END

D1=1

D2. **On which of the following topics did [ORGANIZATION] provide technical assistance to those school(s)?**

Select all that apply

    ☐   Building and maintaining relationships with the community...........................1

    ☐   Building and maintaining relationships with partner organizations [LINK TO DEFINITION] 2

    ☐   Blending and braiding funds [LINK TO DEFINITION] to support the community school model..3

    ☐   Creating and managing a budget to support the community school model…4

    ☐   Developing a system and procedures for providing technical assistance to schools 5

    ☐   Meeting grant reporting requirements...6

    ☐   Retaining community school coordinators [LINK TO DEFINITION]...............7

    ☐   Onboarding community school coordinators [LINK TO DEFINITION]...........8

    ☐   Identifying data sources or creating a data system to monitor and evaluate progress 9

    ☐   Securing active involvement of families and students in the school community as key partners in decision-making activities (for example, school-based leadership teams [LINK TO DEFINITION])..10

    ☐   Conducting a needs and assets assessment 11

    ☐   Using needs and assets assessment results to inform decision-making 12

    ☐   Other (Please specify)..13

    ☐   None of the above..14

END.

Thank you for your time!