

OMB Number:
Expiration Date:



Full-Service Community Schools Evaluation

Fiscal Year 2022 Follow Up 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

- **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.
- **Expanded and enriched learning time:** 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.
- **Partner schools:** This refers to the schools that you are directly supporting with your Full-Service Community Schools grant. These schools are typically named in your grant application.
- **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. Partners may or may not receive funding through the Full-Service Community Schools grant.
- **Project-based learning:** This is a teaching method in which students learn by developing solutions to real-world problems.
- **School-based leadership team:** A team that shares responsibility for designing and implementing the school's strategy. This team is often comprised of school administrators, teachers, other school staff, families, community partners, and students (when applicable/appropriate).
- **Work-based learning:** This is a teaching method that allows students to apply what they have learned in the classroom to a workplace setting.

ALL

As you know, 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, a follow-up to the survey we conducted in summer 2023, will gather information about your activities during the second year of your 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.

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

You may refuse to answer any question. By clicking next, you agree to participate in this survey.

Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations, Sections 75.591 and 75.592). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number XXXX-XXXX. Note: Please do not return the completed survey to this address.

Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district, grantee, school, or individual. We will not provide information that identifies you or your district, grantee, or school to anyone outside the study team, except as required by law.

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

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

Section A: Grant Activities

First, we have some questions about your partner schools and the community school coordinators at these schools.

ALL

- A1. How many partner schools [LINK TO DEFINITION] are currently supported by your Fiscal Year 2022 Full-Service Community Schools Grant?**

NUMBER OF SCHOOLS
(0-99)

ALL

- A2. We are interested in learning more about these partner schools' [LINK TO DEFINITION] experiences with school coordinators [LINK TO DEFINITION].**

Of your [A1] partner schools, how many schools fall into each category below? Please consider the full period since the start of your Fiscal Year 2022 Full-Service Community School grant through today. The total should equal the total number of schools, [A1].

These categories ask about the number of schools that had a "full-time school coordinator," which is a role that includes developing partnerships [LINK TO DEFINITION] with community organizations and connecting students and families to services. This role could be filled either by a single staff-member or by two or more staff whose work in this role adds up to at least one full-time position.

	NUMBER OF PARTNER SCHOOLS
a. Schools that never filled the full-time school coordinator position	<input type="text"/> <input type="text"/> (0-99)
b. Schools that had a full-time school coordinator for the <u>entire time</u> between the start of the grant and now	<input type="text"/> <input type="text"/> (0-99)
c. Schools that had a full-time school coordinator for <u>more than half</u> of the time between the start of the grant and now, but not the entire time	<input type="text"/> <input type="text"/> (0-99)
d. Schools that had a full-time school coordinator for <u>approximately half of the time</u> between the start of the grant and now	<input type="text"/> <input type="text"/> (0-99)
e. Schools that had a full-time school coordinator for <u>less than half of the time</u> between the start of the grant and now	<input type="text"/> <input type="text"/> (0-99)

f. Don't know	_ _ (0-99)
TOTAL	[SUM A2A TO A2F]

ALL

A2check. According to the information you provided, the responses total to [less than / more than] the [A1] partner schools [LINK TO DEFINITION] you reported earlier. Would you like to go back and revise any of your responses?

- Yes, I'd like to revise the number of partner schools in one or more of the categories listed.....1 A2
- Yes, I'd like to revise the total number of partner schools that are currently supported by our Fiscal Year 2022 Full-Service Community School Grant2 A1
- No, I don't want to make changes to any of my responses.....3 A3

ALL
IF A1=A2A OR A1=A2B DO NOT ASK

A3. How many of your [A1] partner schools [LINK TO DEFINITION] have changed school coordinators at least once since the start of the grant?

|_|_|
(0-99)

ALL

A4. How many of your [A1] partner schools [LINK TO DEFINITION] currently have a school-based leadership team [LINK TO DEFINITION]?

|_|_| NUMBER OF SCHOOLS
(0-99)

ALL

The next set of questions ask about grant activities at your partner schools [LINK TO DEFINITION].

A5. How many of your [A1] partner schools, if any, currently use funds from the Fiscal Year 2022 Full-Service Community Schools grant to support the following expanded or enriched learning [LINK TO DEFINITION] activities?

EXPANDED OR ENRICHED LEARNING OPPORTUNITY	NUMBER OF PARTNER SCHOOLS THAT USE GRANT FUNDS TO SUPPORT OPPORTUNITY
a. Expanded learning activities offered <u>outside of school hours</u> (such as before or after school or on weekends)	_ _ (0-99)
b. Expanded learning activities offered <u>during the summer</u>	_ _ (0-99)
c. Curriculum that connects students to the community through project-based [LINK TO DEFINITION] or work-based [LINK TO DEFINITION] learning	_ _ (0-99)
d. Opportunities for community partners to visit the school and teach on topics that align with the curriculum	_ _ (0-99)
e. Other (please specify): <div style="border: 1px solid black; height: 20px; width: 300px; margin-top: 5px;"></div>	_ _ (0-99)
f. None of the above	_ _ (0-99)
g. Don't know	_ _ (0-99)

ALL

A6. How many of your [A1] partner schools [LINK TO DEFINITION], if any, currently use funds from the Fiscal Year 2022 Full-Service Community Schools grant to support the following school climate activities?

SCHOOL CLIMATE ACTIVITY	NUMBER OF PARTNER SCHOOLS THAT USE GRANT FUNDS TO SUPPORT ACTIVITY
a. Develop a plan to assess school climate	<div style="text-align: center;"> _ _ (0-99)</div>
b. Administer surveys, interviews, or focus groups to assess the school climate	<div style="text-align: center;"> _ _ (0-99)</div>
c. Worked with community partners to strengthen school climate	<div style="text-align: center;"> _ _ (0-99)</div>
d. Create a supportive and inclusive school environment with regard to student culture and language	<div style="text-align: center;"> _ _ (0-99)</div>
e. Implement approaches to reduce exclusionary discipline (e.g., social emotional learning, restorative justice practices, mental health referrals)	<div style="text-align: center;"> _ _ (0-99)</div>
f. Other (please specify): <div style="border: 1px solid black; height: 20px; width: 300px; margin-top: 5px;"></div>	<div style="text-align: center;"> _ _ (0-99)</div>
g. None of the above	<div style="text-align: center;"> _ _ (0-99)</div>
h. Don't know	<div style="text-align: center;"> _ _ (0-99)</div>

ALL

A7. How many of your [A1] partner schools, if any, currently use funds from the Fiscal Year 2022 Full-Service Community Schools grant to support any of the following professional development topics?

PROFESSIONAL DEVELOPMENT TOPIC	NUMBER OF PARTNER SCHOOLS THAT USE GRANT FUNDS TO SUPPORT PROFESSIONAL DEVELOPMENT TOPIC
a. Youth development practices (e.g., building students' connections with caring adults, facilitating leadership opportunities for youth)	_ _ (0-99)
b. Trauma-informed frameworks [LINK TO DEFINITION]	_ _ (0-99)
c. Culturally responsive teaching practices, including tying lessons to students' lived experiences and cultural backgrounds	_ _ (0-99)
d. Experiential or project-based learning where students can apply their learning in the classroom to real-world problems	_ _ (0-99)
e. Connecting students to necessary services and supports	_ _ (0-99)
f. Aligning in-school learning with learning happening outside of the school day	_ _ (0-99)
g. Collaborative decision-making and leadership	_ _ (0-99)
h. Evidence-based family engagement practices (e.g., home visits and frequent school-home communication)	_ _ (0-99)
i. Other (please specify): <input data-bbox="263 1348 764 1407" type="text"/>	_ _ (0-99)
i. None of the above	_ _ (0-99)
j. Don't know	_ _ (0-99)

ALL

A8. How many of your [A1] partner schools, if any, currently provide the following services to the community? Please count partner schools currently providing services, even if those services are not funded by the Fiscal Year 2022 Full-Service Community Schools Grant.

Service	NUMBER OF PARTNER SCHOOLS THAT CURRENTLY PROVIDE THIS SERVICE
a. Physical health care	<div style="text-align: center;"> _ _ (0-99)</div>
b. Mental health care	<div style="text-align: center;"> _ _ (0-99)</div>
c. Dental care	<div style="text-align: center;"> _ _ (0-99)</div>
d. Vision care	<div style="text-align: center;"> _ _ (0-99)</div>
e. Housing assistance	<div style="text-align: center;"> _ _ (0-99)</div>
f. Home visiting	<div style="text-align: center;"> _ _ (0-99)</div>
g. Nutrition/food assistance	<div style="text-align: center;"> _ _ (0-99)</div>
h. Employment assistance	<div style="text-align: center;"> _ _ (0-99)</div>
i. Childcare	<div style="text-align: center;"> _ _ (0-99)</div>
j. Social work	<div style="text-align: center;"> _ _ (0-99)</div>
k. Adult education classes	<div style="text-align: center;"> _ _ (0-99)</div>
l. Parenting and family support	<div style="text-align: center;"> _ _ (0-99)</div>
m. Mentoring and tutoring programs	<div style="text-align: center;"> _ _ (0-99)</div>
n. Migrant and refugee support	<div style="text-align: center;"> _ _ (0-99)</div>
o. Volunteering opportunities	<div style="text-align: center;"> _ _ </div>

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	(0-99)
p. Community resource fairs	_ _ (0-99)
q. Family resource center on school grounds	_ _ (0-99)
r. Other (Please specify): <input type="text"/>	_ _ (0-99)
s. None of the above	_ _ (0-99)
t. Don't know	_ _ (0-99)

Section B: Priorities

ALL

The next set of questions ask about [ORGANIZATION] priorities.

B1. The Full-Service Community Schools grant program includes a number of performance indicators and grantees also develop their own logic models. Which of the following outcomes is your grant specifically focusing on improving over its five years?

Select all that apply

- Increasing the number of students served by Full-Service Community Schools program services..... 1
 - Improving kindergarten readiness..... 2
 - Improving academic achievement..... 3
 - Increasing enrollment in advanced coursework, such as AP, IB, or dual-enrollment classes..... 4
 - Increasing high school graduation rates..... 5
 - Increasing college enrollment rates..... 6
 - Increasing enrollment in certification programs (after high school graduation) 7
 - Improving school climate..... 8
 - Improving student mental and behavioral health..... 9
 - Improving student physical health..... 10
 - Decreasing chronic absenteeism..... 11
 - Decreasing suspensions and expulsions..... 12
 - Decreasing violence and criminal activity among students..... 13
 - Improving the qualifications and retention of teachers..... 14
 - Other (please specify): 15
-
- m None of the above..... 16
 - m Don't know..... d

IF AT LEAST FOUR B1 OPTIONS SELECTED
ONLY DISPLAY B2 OPTION IF B1 OPTION SELECTED
ALLOW UP TO 3 SELECTIONS

B2. Of the outcomes that your grant specifically focuses on improving, please select the top three priority outcomes according to your grant's priorities over its five years.

	Select the top 3 priority outcomes
a. Increasing the number of students served by Full-Service Community Schools program services	<input type="checkbox"/>
b. Improving kindergarten readiness	<input type="checkbox"/>
c. Improving academic achievement	<input type="checkbox"/>
d. Increasing enrollment in advanced coursework, such as AP, IB, or dual-enrollment classes	<input type="checkbox"/>
e. Increasing high school graduation rates	<input type="checkbox"/>
f. Increasing college enrollment rates	<input type="checkbox"/>
g. Increasing enrollment in certification programs (after high school graduation)	<input type="checkbox"/>
h. Improving school climate	<input type="checkbox"/>
i. Improving student mental and behavioral health	<input type="checkbox"/>
j. Improving student physical health	<input type="checkbox"/>
k. Decreasing chronic absenteeism	<input type="checkbox"/>
l. Decreasing suspensions and expulsions	<input type="checkbox"/>
m. Decreasing violence and criminal activity among students	<input type="checkbox"/>
n. Improving the qualifications and retention of teachers	<input type="checkbox"/>
o. Other: [FILL B1_15]	<input type="checkbox"/>

ALL

B3. Which of the following academic achievement outcomes is your grant focusing on improving over its five years?

Select all that apply

- Reducing the number of children in grades K-3 identified by diagnostic math and reading assessments as needing additional supports.....1
 - Improving math state achievement test results in grades 3-8.....2
 - Improving reading state achievement test results in grades 3-8.....3
 - Improving other state achievement test results in grades 3-8 (e.g., science, writing)4
 - Improving state achievement test results and the pass rate for required tests in high school.....5
 - Improving GPA in high school.....6
 - Other (please specify):7
-
- m None of the above.....8
 - m Don't know.....d

IF AT LEAST 4 B3 OPTIONS SELECTED
 ONLY DISPLAY B4 OPTION IF B3 OPTION SELECTED
 ALLOW UP TO 3 SELECTIONS

B4. Of the academic achievement outcomes your grant is focusing on improving, please select the top three priority academic achievement outcomes according to your grant's priorities over its five years.

	Select the top 3 priority outcomes
a. Reducing the number of children in grades K-3 identified by diagnostic math and reading assessments as needing additional supports	<input type="checkbox"/>
b. Improving math state achievement test results in grades 3-8	<input type="checkbox"/>
c. Improving reading state achievement test results in grades 3-8	<input type="checkbox"/>
d. Improving other state achievement test results in grades 3-8 (e.g., science, writing)	<input type="checkbox"/>
e. Improving state achievement test results and the pass rate for required tests in high school	<input type="checkbox"/>
f. Improving GPA in high school	<input type="checkbox"/>
g. Other: [FILL B3_7]	<input type="checkbox"/>

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END.

Thank you for your time!