Full-Service Community Schools Evaluation

Fiscal Year 2023 Baseline School 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.

- **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.

- **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.

- **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. 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).

- **Technical assistance:** This includes resources and support provided to community schools by the grantee organization or a third-party paid for by the grantee organization. Technical assistance can include, but is not limited to, topics such as community building, creating and managing budgets, meeting grant reporting requirements, hiring and onboarding community school coordinators, working with teachers and school staff to help them understand the community school approach and their role, and conducting and using a needs and assets assessment.

- **Trauma-informed framework:** This recognizes the prevalence of trauma in students and the impact of trauma on student development. Trauma-informed schools provide schoolwide and targeted supports to promote student healing and avoid re-traumatization.

- **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

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. Congratulations on being a partner school to a winning applicant!

This survey will gather information about your school's implementation of the community school approach, including using a needs and assets assessment, the community school team, planning, services and activities provided, funding, challenges, and technical assistance.

The survey will take about 30 minutes to complete. If others within your school 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

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 30 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] [SCHOOL]

Info1. **Before you begin the survey, please confirm your contact 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

Your position at school:

m   Principal..1

m   Community School Coordinator...2

m   Assistant or Vice Principal 3

m   Another position (specify)...4

[SCHOOL]

School

First, we would like to know more about your school.

<div style="border:1px solid #000;background:#eee;padding:4px;">ALL</div>

S1. **Before [GRANTEE NAME] received its Fiscal Year 2023 Full-Service Community Schools grant award in November 2023, did your school identify as a community school [LINK TO DEFINITON]?**

    m Yes...1   S1a

    m No..0   A1

<div style="border:1px solid #000;background:#eee;padding:4px;">S1=1</div>

S1a. **How long has your school identified as a community school [LINK TO DEFINITION]?**

    m Less than 1 year..1

    m Between 1 and 3 years...2

    m More than 3 years..3

    m Don't know...4

Section A: Needs and Assets Assessments

The next set of questions are about your community's needs and assets.

<div style="border:1px solid #000;background:#eee;padding:4px;">ALL</div>

A1. **Has your school, [GRANTEE NAME], or a third party conducted a needs and assets assessment [LINK TO DEFINITION] for your community or your school to help you plan and implement the community school [LINK TO DEFINITION] approach?**

    m Yes...1   A1a

    m No or not yet..0   A2

    O Don't know...d   B1

<div style="border:1px solid #000;background:#eee;padding:4px;">A2= 1</div>

A1a. **When was the needs and assets assessment [LINK TO DEFINITION] completed?**

    O Prior to summer 2023...1

    O Summer 2023...2

    O During the 2023–24 school year..3

    O Summer 2024...4

○ Other (please specify):...5

[ ]

○ Don't know...5

A1 = 1

A2. **How did your school use information from the completed needs and assets assessment(s) [LINK TO DEFINITION]?**

Select all that apply

☐ Used information to identify new programs and services for students or families 1

☐ Used information to identify ways to improve existing programs and services for students or families..2

☐ Used information to identify ways to expand existing programs and services to more students or families...3

☐ Used information to identify ways to engage youth, community, or family members in leadership roles or activities at their school...4

☐ Used information to identify ways to combine or restructure different programs and services with similar goals...5

☐ Used information to identify topics for professional learning for teachers or other school staff..6

☐ Used information to identify ways to improve the collection and analysis of data 7

☐ Used information to develop a strategic plan for the upcoming school year..8

☐ Used information to develop initiatives to improve school climate.................9

☐ Used information to develop new curricula or instructional strategies to better meet student interests and needs..10

☐ Used information to determine which groups of students and families to target with supports..11

☐ Used information to connect student or family unmet needs to existing programs 12

☐ Used information to share a summary of needs and assets assessment with members of the school community..13

☐ Used information to form a workgroup to take action on priorities identified in the needs and asset assessment..14

☐ Other (please specify:)...15

[ ]

m Have not used any information from the assessment...................................16

m Don't know..d

A3. **Below are the ways your school used information from the completed needs and assets assessment(s), based on your answers to the previous question. Please select the <u>top three</u> most valuable uses of the needs and assets assessment data below.**

	Select the 3 most valuable uses of the assessment data
a. Used information to identify new programs and services for students or families	☐
b. Used information to identify ways to improve existing programs and services for students or families	☐
c. Used information to identify ways to expand existing programs and services to more students or families	☐
d. Used information to identify ways to engage youth, community, and family members in leadership roles or activities at their school	☐
e. Used information to identify ways to combine or restructure different programs and services with similar goals	☐
f. Used information to identify topics for professional learning for teachers or other school staff	☐
g. Used information to identify ways to improve the collection and analysis of data	☐
h. Used information to develop a strategic plan for the upcoming school year	☐
i. Used information to develop initiatives to improve school climate	☐
j. Used information to develop new curricula or instructional strategies to better meet student interests and needs	☐
k. Used information to determine which groups of students and families to target with supports	☐
l. Used information to connect student or family unmet needs to existing programs	☐
m. Used information to share a summary of needs and assets assessment with members of the school community	☐
n. Used information to form a workgroup to take action on priorities identified in the needs and asset assessment	☐
o. [FILL A3_15]	☐

Section B: Community School Team

We would like to learn about the community school team.

ALL

B1. **Does your school have at least one staff member whose role includes developing partnerships [LINK TO DEFINITION] with community organizations and connecting students and families to services? This role is referred to as a community school coordinator [LINK TO DEFINITION] in the context of the Full-Service Community Schools grant.**

  m Yes, we have <u>one</u> staff member who is a community school coordinator [LINK TO DEFINITION]...1   B1a

  m Yes, we have <u>multiple</u> staff members that are responsible for different aspects of the community school coordinator role...2   B1b

  m No..3   B1c

  m Not sure or don't know..d   C1

B1=1

B1a. **Is this staff member a <u>full-time</u> community school coordinator?**

  m Yes...1   B2

  m No..0   B2

B1=2

B1b. **For the multiple staff members currently conducting the role of a community school coordinator [LINK TO DEFINITION], is the sum of their time spent in this role approximately equivalent to that of a <u>full-time</u> coordinator?**

  m Yes...1   B2

  m No..0   B2

B1=3

B1c. **Has your school started the hiring process for the full-time community school coordinator position?**

m Yes, we are in the process of hiring a community school coordinator [LINK TO DEFINITION]...1 C1

....

m No, we have not yet started the hiring process for a community school coordinator [LINK TO DEFINTION]..2 C1

m No, something else (please specify)...3 C1

B1= 1 OR 2

B2. **When did the staff member assume the position of community school coordinator [LINK TO DEFINITION] / When did the current staff members start to fulfill the role of the community school coordinator [LINK TO DEFINITION]?**

If there are multiple staff members fulfilling this role, please report the earliest staffing date of this role.

Month   Year

(STRING 9)   (STRING 4)

B1= 1 OR 2
DISPLAY RESPONSE OPTION 2 IF B1=2

B3. **Did the [community school coordinator [LINK TO DEFINITION] / staff currently fulfilling the work of the community school coordinator [LINK TO DEFINITION] work at this school immediately before assuming the position of community school coordinator [LINK TO DEFINITION]?**

m Yes [, all staff did]...1 B4

m Some of the staff did, some did not..2 B4

m No..0 B5

B3= 1 OR 2

B4. **What other position(s) did the [community school coordinator [LINK TO DEFINITION] / staff currently fulfilling the work of the community school coordinator [LINK TO DEFINITION] previously hold at this school?**

Select all that apply

☐ Counselor...1

☐ Assistant principal..2

☐ Teacher...3

☐ Program manager..4

☐ Facilities manager...5

☐ Social worker...6

☐ Family liaison...7

☐ Other (Please specify)...8

[   ]

m None of the above...9

m Don't know...d

B1=1 OR 2

B5. During the 2023–24 school year, has your school, [GRANTEE NAME], or other organization provided training opportunities for the [community school coordinator / staff member(s) fulfilling the community school coordinator role] [LINK TO DEFINITION] that include any of the following topics and activities?

Select all that apply

☐ Conducting a needs and assets assessment [LINK TO DEFINITION]..........1

☐ Fostering engagement from students, families, and other community members   2

☐ Using school data to monitor participation and outcomes of services...........3

☐ Understanding what shared leadership entails and how to develop a shared leadership approach at your school...4

☐ Building strong relationships and effective partnerships with your community partners [LINK TO DEFINITION]..5

☐ Integrating partners [LINK TO DEFINITION] into school-day curriculum.......6

☐ Aligning school-day curriculum with out-of-school programs.........................7

m None of the above...8

m Don't know...d

Section C: Planning

We want to learn more about how your school sets priorities and plans for the school year.

These questions will ask what the process was like during the first half of the 2023–24 school year. Please consider the entire first half of the 2023–24 school year when answering these questions.

ALL

C1. **At any point during the first half of the 2023–24 school year, did your school have a school-based leadership team [LINK TO DEFINITION]?**

m   Yes..1   C2

m   No...2   C4

C1=1

C2. **At any point during the first half of the 2023–24 school year, did your school-based leadership team [LINK TO DEFINITION] include any of the following as members?**

Select all that apply

☐   School administrators 1

☐   Teachers...2

☐   Community school coordinator [LINK TO DEFINITION]...............................3

☐   Other school-based staff (such as school counselors).................................4

☐   Community partners (such as service providers)..5

☐   Families...6

☐   Students...7

☐   Other (please specify:)..8

m   None of the above...9

m   Don't know..d

C1=1

C3. **At any point during the first half of the 2023–24 school year, did the school-based leadership team [LINK TO DEFINITION] contribute to any of the following activities?**

Select all that apply

☐   Identified new programs and services for students or families......................1

☐   Identified ways to improve existing programs and services for students or families 2

☐   Identified ways to expand existing programs and services to more students or families 3

☐ Identified new ways to engage youth, community, and family members in leadership roles or activities at their school..4

☐ Identified ways to combine or restructure different programs and services with similar goals...5

☐ Identified or improved areas of professional learning for teachers or other school staff 7

☐ Identified ways to improve the collection and analysis of data 8

☐ Identified new areas for continuous improvement 9

☐ Developed a shared vision and goals for your school community.................10

☐ Developed a strategic plan for the upcoming school year.............................11

☐ Developed initiatives to improve school climate...12

☐ Contributed to budgetary decisions...13

☐ Determined which groups of students and families to target with supports…14

☐ Other (please specify:)..15

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m None of the above...16

m Don't know..d

ALL

C4. **At any point during the first half of the 2023–24 school year, did your school have or conduct any of the following collaborative decision-making and continuous improvement practices or tools, either directly or through a partnership [LINK TO DEFINITION]?**

Select all that apply

☐ Assessment of student <u>academic</u> needs and assets 1

☐ Assessment of student <u>non-academic</u> needs and assets 2

☐ Assessment of family needs and assets...3

☐ Data system that monitors which students receive which services (e.g., after-school programs, counseling services, health care)...4

☐ Data system that monitors student progress (e.g., academic progress, classroom engagement, social and emotional skills)..5

☐ Other (please specify:)..6

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m None of the above...6

m Don't know..d

ALL

C5. **At any point during the first half of the 2023−24 school year, did your school use any of the following strategies to improve coordination of service delivery?**

Select all that apply

☐ Employment of a community school coordinator [LINK TO DEFINITION], director, or manager...1

☐ Professional development for teachers on connecting with partners [LINK TO DEFINITION] to provide needed services...2

☐ Partnerships [LINK TO DEFINITION] with community organizations to provide services 3

☐ Case management to connect students and families with services...............4

☐ Service directory or other centralized list of family services.........................5

☐ Other (please specify:)...6

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m None of the above..6

m Don't know..d

ALL

C6. **When determining your school's priorities for the 2023–24 school year, how important were each of the following factors? If your school did not consider a factor, select not applicable.**

	Level of importance				
	Not important	**Slightly important**	**Important**	**Very important**	**Not Applicable**
a. Results from school's comprehensive needs and assets assessment [LINK TO DEFINITION]	1 m	2 m	3 m	4 m	5 m
b. Input from parents	1 m	2 m	3 m	4 m	5 m
c. Input from students	1 m	2 m	3 m	4 m	5 m
d. Input from school administrators	1 m	2 m	3 m	4 m	5 m
e. Input from district administrators	1 m	2 m	3 m	4 m	5 m
f. Input from school staff	1 m	2 m	3 m	4 m	5 m
g. Input from community-based organizations, local government, or businesses	1 m	2 m	3 m	4 m	5 m
h. Input from tribes or tribal organizations	1 m	2 m	3 m	4 m	5 m

	Level of importance				
	Not important	**Slightly important**	**Important**	**Very important**	**Not Applicable**
(C6B=2,3, OR 4) OR ((C6H=2, 3, OR 4)					

C7. **How did your school collect parents or community input to inform your school's priorities for the 2023–24 school year?**

Select all that apply

☐ A family or community member survey...1

☐ Interviews or focus groups with families or community members.................2

☐ Home visits to families or community members..3

☐ School or community meetings...4

☐ Other (please specify:) 5

m None of the above..6

m Don't know...d

Section D: Services and Activities

Next, we have questions about school services and activities.

These questions will ask about school services and activities that were offered during the first half of the 2023-24 school year. Please consider the entire first half of the 2023–24 school year when answering these questions.

ALL

D1. **At any point during the first half of the 2023–24 school year, which of the following services, if any, were available to the community through your school's existing partnerships [LINK TO DEFINITION]?**

Select all that apply

☐ Physical health care...1

☐ Mental health care...2

☐ Dental care..3

☐ Vision care...4

☐ Housing assistance..5

☐ Home visiting...6

☐ Nutrition/food assistance...7

☐ Employment assistance...8

☐ Childcare..9

☐ Social work...10

☐ Adult education classes...11

☐ Parenting and family support...12

☐ Mentoring and tutoring programs...13

☐ Migrant and refugee support..14

☐ Volunteering opportunities...15

☐ Community resource fairs...16

☐ Family resource center on school grounds...17

☐ Other (Please specify):..18

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☐ None of the above...19

☐ Don't know..d

ALL

D2. **At any point during <u>summer 2023 and</u> the first half of the 2023–24 school year, what types of expanded or enriched learning [LINK TO DEFINTION] did you offer at your school?**

Select all that apply

☐ Expanded learning activities offered <u>outside of school hours</u> (such as before or after school or on weekends)...1

☐ Expanded learning activities offered <u>during the summer</u>.............................2

☐ Curriculum that connects students to the community through project-based [LINK TO DEFINITION] or work-based learning [LINK TO DEFINITION].......................4

☐ Opportunities for community partners to visit the school and teach on topics that align with the curriculum 6

☐ Other (please specify): 6

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☐ None of the above...7

☐ Don't know..d

D2=1 OR 2

D3. **At any point during <u>summer 2023 and</u> the first half of the 2023–24 school year, what activities were included in at least one of the expanded learning activities you reported in the previous question?**

Select all that apply

☐ Academic support activities (such as tutoring, academic instruction, or group homework help)..1

☐ Enrichment activities (such as applied arts, visual or digital arts, STEM projects, competitions, or service learning)..2

☐ Health and wellness activities (such as sports or physical activities).............3

☐ Family engagement activities..4

☐ Social and emotional support activities...5

☐ College and career readiness activities...6

☐ Other (please specify): 6

○ None of the above...7

○ Don't know..d

ALL

D4. **At any point during the first half of the 2023–24 school year, did your school offer a program or strategy designed to develop family members into leaders within the school (e.g., establish committees where families can help lead school-based events, programs, or policies)?**

m Yes..1 D4a

m No...2 D5

D4=1

D4a. **At any point during the first half of the 2023–24 school year, what opportunities did your school offer to develop family members into leaders within the school?**

Select all that apply

☐ Classes that educate families on school policies and procedures (sometimes called Family University or orientation) 1

☐ Parent Teacher Association (PTA) or Parent Teacher Organization (PTO) ..2

☐ Ongoing, sustained school volunteering activities (e.g., weekly tutoring)......3

☐ One-time or event-based volunteer activities (e.g., school events, classroom parties, field trips) 4

☐ Other (please specify:) 5

m None of the above..6

m Don't know...d

D4=1

D4b. **At any point during the first half of the 2023–24 school year, what supports did your school offer to facilitate family engagement at the school?**

Select all that apply

- ☐ Translation services..1
- ☐ Transportation to and from the school..2
- ☐ Childcare...3
- ☐ Meals...4
- ☐ Stipends to compensate families for their time...5
- ☐ Other (please specify:) 6

  [   ]

  m None of the above...7
  m Don't know...d

ALL

D5. **During the first half of the 2023–24 school year, how often did your school's teachers conduct the following activities within a given month?**

		Frequency		
	Never	**Sometimes (Once per month to once per week)**	**Often (Once a week or more)**	**Don't know**
a. Integrating concrete (real-world) examples into lesson plans	1 m	2 m	3 m	d m
b. Integrating culturally and linguistically responsive examples into lesson plans	1 m	2 m	3 m	d m
c. Connecting students to the community through project-based [LINK TO DEFINITION] or work-based learning [LINK TO DEFINITION]	1 m	2 m	3 m	d m
d. Communicating with community partners [LINK TO DEFINITION] to align school-day learning with expanded learning opportunities	1 m	2 m	3 m	d m

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ALL

D6. **At any point during the first half of the 2023–24 school year, did your school conduct any of the following activities with respect to the school climate?**

Select all that apply

- ☐ Developed a plan to assess school climate...1
- ☐ Administered surveys, interviews, or focus groups to assess the school climate   2
- ☐ Dedicated time quarterly for the school-based leadership team [LINK TO DEFINITION] to continuously improve practices that aim to improve the school climate.........3
- ☐ Worked with community partners to strengthen school climate.....................4
- ☐ Created supportive and inclusive school environment with regard to student culture and language 5
- ☐ Implemented approaches to reduce exclusionary discipline (e.g., social emotional learning, restorative justice practices, mental health referrals) 6
- ☐ Other (please specify:) 7

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m None of the above...8

m Don't know...d

ALL

D7. **During the first half of the 2023–24 school year, how often did your school provide teachers and staff with professional development on the following topics? Please select the option closest to your school's offerings.**

	How often was professional development topic provided to teachers and staff					
	Never	**Once**	**A few times per year**	**Monthly**	**Weekly**	**Don't know**
a. Youth development practices (e.g., building students' connections with caring adults, facilitating leadership opportunities for youth)	1 m	2 m	3 m	4 m	5 m	d m
b. Trauma-informed frameworks [LINK TO DEFINITION]	1 m	2 m	3 m	4 m	5 m	d m
c. Culturally responsive teaching practices, including tying lessons to students' lived experiences and cultural backgrounds	1 m	2 m	3 m	4 m	5 m	d m
d. Experiential or project-based learning [LINK TO DEFINITION]	1 m	2 m	3 m	4 m	5 m	d m

	How often was professional development topic provided to teachers and staff					
	Never	**Once**	**A few times per year**	**Monthly**	**Weekly**	**Don't know**
where students can apply their learning in the classroom to real-world problems						
e. Connecting students to necessary services and supports	1 m	2 m	3 m	4 m	5 m	d m
f. Aligning in-school learning with learning happening outside of the school day	1 m	2 m	3 m	4 m	5 m	d m
g. Collaborative decision-making and leadership	1 m	2 m	3 m	4 m	5 m	d m
h. Evidence-based family engagement practices (e.g., home visits and frequent school-home communication)	1 m	2 m	3 m	4 m	5 m	d m

Section E: Challenges

Next, we have some questions about challenges your school may have faced.

ALL

E1. **Since [GRANTEE ORGANIZATION] received its grant in November 2023, 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.*
>
> *Not applicable:* *This did not apply because we did not conduct this activity.*

	Level of challenge				
	Not challenging	**Somewhat challenging**	**Very challenging**	**Don't know**	**Not applicable**
a. Building relationships with [GRANTEE ORGANIZATION] and the grant	1 m	2 m	3 m	d m	na m

		Level of challenge				
		Not challenging	**Somewhat challenging**	**Very challenging**	**Don't know**	**Not applicable**
	project director					
b.	Building relationships with the community	1 m	2 m	3 m	d m	na m
c.	Building relationships with partner organizations [LINK TO DEFINITION]	1 m	2 m	3 m	d m	na m
d.	Creating a shared understanding among community members and partner organizations of the community school [LINK TO DEFINITION] approach	1 m	2 m	3 m	d m	na m
e.	Blending and braiding funds [LINK TO DEFINITION] to support the community school [LINK TO DEFINITION] approach	1 m	2 m	3 m	d m	na m
f.	Managing a budget to support the community school[LINK TO DEFINITION] approach	1 m	2 m	3 m	d m	na m
g.	Conducting a needs and assets assessment [LINK TO DEFINITION]	1 m	2 m	3 m	d m	na m
h.	Using needs and assets assessment [LINK TO DEFINITION] results to inform decision-making	1 m	2 m	3 m	d m	na m
i.	Meeting federal grant reporting requirements	1 m	2 m	3 m	d m	na m
j.	Hiring a community school coordinator [LINK TO DEFINITION]	1 m	2 m	3 m	d m	na m
k.	Onboarding a community school coordinator [LINK TO DEFINITION] (for example, training them for the new role or conducting orientation activities)	1 m	2 m	3 m	d m	na m
l.	Working with teachers and other school staff to help them understand how community schools [LINK TO DEFINITION] support academic development	1 m	2 m	3 m	d m	na m
m.	Working with teachers to help them understand their role in the development and implementation of a community school [LINK TO DEFINITION]	1 m	2 m	3 m	d m	na m
n.	Identifying data sources to monitor	1 m	2 m	3 m	d m	na m

	Level of challenge				
	Not challenging	**Somewhat challenging**	**Very challenging**	**Don't know**	**Not applicable**
and evaluate progress					
o. Creating a data system to monitor and evaluate progress	1 m	2 m	3 m	d m	na m
p. Recruiting families 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	na m
q. Recruiting students 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	na m
r. Maintaining active involvement of families 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	na m

Section F: Technical Assistance

Lastly, we have questions about technical assistance [LINK TO DEFINITION] you received from [GRANTEE NAME]. [GRANTEE NAME] may have provided the technical assistance or paid a third party to provide the assistance to you.

ALL

F1. **Since [GRANTEE NAME] received its Fiscal Year 2023 Full-Service Community Schools grant in November 2023, did your school access or participate in any technical assistance (TA) [LINK TO DEFINITION] provided or paid for by [GRANTEE NAME] to help implement the community school [LINK TO DEFINITION] approach?**

m Yes...1   F2

O No...0   F4

F1=1

F2. **Did that technical assistance your school accessed or received address any of the following topics?**

TECHNICAL ASSISTANCE (TA) TOPIC	School accessed or participated in technical assistance topic		
	Yes	No	Don't know
a. Building relationships with the community	1 m	2 m	d m
b. Building relationships with partner organizations [LINK TO DEFINITION]	1 m	2 m	d m
c. Creating a shared understanding of what a community school [LINK TO DEFINITION] is and what it does	1 m	2 m	d m
d. Blending and braiding funds [LINK TO DEFINITION] to support the community school [LINK TO DEFINITION] approach	1 m	2 m	d m
e. Managing a budget to support the community school [LINK TO DEFINITION] approach	1 m	2 m	d m
f. Conducting a needs and assets assessment [LINK TO DEFINITION]	1 m	2 m	d m
g. Using needs and assets assessment [LINK TO DEFINITION] results to inform decision-making	1 m	2 m	d m
h. Meeting federal grant reporting requirements	1 m	2 m	d m
i. Hiring a community school coordinator [LINK TO DEFINITION]	1 m	2 m	d m
j. Onboarding a community school coordinator [LINK TO DEFINITION] (for example, training them for the new role or conducting orientation activities)	1 m	2 m	d m
k. Working with teachers and other school staff to help them understand how community schools [LINK TO DEFINITION] support academic development	1 m	2 m	d m
l. Working with teachers to help them understand their role in the development and implementation of a community school [LINK TO DEFINITION]	1 m	2 m	d m
m. Identifying data sources to monitor and evaluate progress	1 m	2 m	d m
n. Creating a data system to monitor and evaluate progress	1 m	2 m	d m
o. Recruiting families 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	d m
p. Recruiting students to serve as key partners in decision-making activities (for example, school-based leadership teams [LINK TO DEFINITION])	1 m	2 m	d m
q. Maintaining active involvement of families in the school community in decision-making activities (for example, school-based leadership teams [LINK TO DEFINITION])	1 m	2 m	d m
r. Other (specify):	1 m	2 m	d m

```
F1=1 AND ANY F2=1

DISPLAY F3A IF F2A=1
DISPLAY F3B IF F2B=1
DISPLAY F3C IF F2C=1
DISPLAY F3D IF F2D=1
DISPLAY F3E IF F2E=1
DISPLAY F3F IF F2F=1
DISPLAY F3G IF F2G=1
DISPLAY F3H IF F2H=1
DISPLAY F3I IF F2I=1
DISPLAY F3J IF F2J=1
DISPLAY F3K IF F2K=1
DISPLAY F3L IF F2L=1
DISPLAY F3M IF F2M=1
DISPLAY F3N IF F2N=1
DISPLAY F3O IF F2O=1
DISPLAY F3P IF F2P=1
DISPLAY F3Q IF F2Q=1
DISPLAY F3R IF F2R=1
```

F3. **Did the technical assistance [LINK TO DEFINITION] [GRANTEE NAME] paid for or provided to your school since grant award <u>fulfill your school's needs</u>?**

| TECHNICAL ASSISTANCE (TA) TOPIC | Technical assistance received fulfilled needs | | |
	Did not fulfill needs	Somewhat fulfilled needs	Fulfilled needs
a. Building relationships with the community	₁ m	₂ m	₃ m
b. Building relationships with partner organizations [LINK TO DEFINITION]	₁ m	₂ m	₃ m
c. Creating a shared understanding of what a community school [LINK TO DEFINITION] is and what it does	₁ m	₂ m	₃ m
d. Blending and braiding funds [LINK TO DEFINITION] to support the community school [LINK TO DEFINITION] approach [	₁ m	₂ m	₃ m
e. <u>Managing</u> a budget to support the community school [LINK TO DEFINITION] approach	₁ m	₂ m	₃ m
f. Conducting a needs and assets assessment [LINK TO DEFINITION]	₁ m	₂ m	₃ m
g. Using needs and assets assessment [LINK TO DEFINITION] results to inform decision-making	₁ m	₂ m	₃ m
h. Meeting federal grant reporting requirements	₁ m	₂ m	₃ m
i. Hiring a community school coordinator [LINK TO DEFINITION]	₁ m	₂ m	₃ m
j. Onboarding a community school coordinator [LINK TO DEFINITION] (for example, training them for the new role or conducting orientation activities)	₁ m	₂ m	₃ m

TECHNICAL ASSISTANCE (TA) TOPIC	Technical assistance received fulfilled needs		
	Did not fulfill needs	Somewhat fulfilled needs	Fulfilled needs
k. Working with teachers and other school staff to help them understand how community schools [LINK TO DEFINITION] support academic development	1 m	2 m	3 m
l. Working with teachers to help them understand their role in the development and implementation of a community school [LINK TO DEFINITION]	1 m	2 m	3 m
m. Identifying data sources to monitor and evaluate progress	1 m	2 m	3 m
n. Creating a data system to monitor and evaluate progress	1 m	2 m	3 m
o. Recruiting families 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	d m
p. Recruiting students to serve as key partners in decision-making activities (for example, school-based leadership teams [LINK TO DEFINITION])	1 m	2 m	d m
q. Maintaining active involvement of families in the school community in decision-making activities (for example, site-based leadership teams [LINK TO DEFINITION])	1 m	2 m	3 m
r. Other: [FILL F21_R]	1 m	2 m	3 m

ALL

F4. **Which of the following strategies did you use, or are you using, to help implement the community school [LINK TO DEFINITION] approach?**

Select all that apply

STRATEGY	USED THIS STRATEGY
a. Worked with national technical assistance [LINK TO DEFINITION] provider(s) (specify provider(s)):	1 ☐
b. Worked with a local consultant or contractor	2 ☐
c. Engaged with school district central office staff	3 ☐
d. Participated in peer learning with other school coordinators receiving grant funds from [GRANTEE NAME]	4 ☐
e. Learned and adapted best practices from other communities	5 ☐

STRATEGY	USED THIS STRATEGY
f. Other strategy (specify):	6 ☐

○ We did not use any of these strategies..7

IF RESPONDENT SELECTED MORE THAN 3 STRATEGIES IN F4, DISPLAY IN LIST

F4a. **Of the strategies you used to help implement the community school [LINK TO DEFINITION] approach, which three have been <u>most</u> helpful?**

Select up to 3

STRATEGY	SELECT THREE <u>MOST</u> HELPFUL STRATEGIES
a. Worked with national technical assistance [LINK TO DEFINITION] provider(s): [FILL F4A]	1 ☐
b. Worked with a local consultant or contractor	2 ☐
c. Engaged with school district central office staff	3 ☐
d. Participated in peer learning with other school coordinators receiving grant funds from [GRANTEE NAME]	4 ☐
e. Learned and adapted best practices from other communities	5 ☐
f. Other strategy: [FILL F4F]	6 ☐

END.

Thank you for your time!