Mathematica

Full-Service Community Schools Evaluation

Fiscal Year 2023 Interim 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.

- **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).

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

This survey will gather information about your school's implementation of the community school model, 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

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

Section A: Needs and Assets Assessments

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

A1. **Has your school or [GRANTEE NAME] completed any <u>additional</u> needs and assets assessments [LINK TO DEFINITION] beyond the initial assessment?**

m   Yes, completed by [GRANTEE NAME]...1   A2

m   Yes, completed by my school...2   A2

m   Yes, completed in collaboration between my school and [GRANTEE NAME] 3   A2

m   No..0   A3

◯   Not sure...d   A3

A2. **Since receiving the Fiscal Year 2023 Full-Service Community Schools grant, how many times has your school or [GRANTEE NAME] completed <u>additional</u> needs and assets assessments [LINK TO DEFINITION] beyond the initial assessment?**

◯   Once...1

◯   Twice..2

◯   Three times..3

◯   More than three times..4

A3. **We are interested in learning more about how the needs and assets assessment [LINK TO DEFINITION] was conducted for or by your school.**

Did [IF A2>=2: any of] the needs and assets assessment(s) [LINK TO DEFINITION] include any of the following activities?

Select all that apply

☐   School climate surveys of students...1

☐   Student surveys (other than for measuring school climate) or focus groups. 2

☐   Parent surveys or focus groups...3

☐   Teacher surveys or focus groups...4

☐   Community member surveys or focus groups...5

☐   Community organization surveys or focus groups..6

☐   Home visits with parents..7

☐ Classroom observations...8

☐ Meetings with school counselors..9

☐ Meetings with school leaders...10

☐ Meetings with district staff...11

☐ Meetings with partnership staff [LINK TO DEFINITION]..............................12

☐ Analysis of school climate data...13

☐ Analysis of administrative data about student needs...................................14

☐ Analysis of administrative data about parent or family needs.......................15

☐ Analysis of administrative data on existing school services.........................16

☐ Other (Please specify)..17

m Don't know...d

ALL

A4. **How did you or your school use information from the completed needs and assets assessment(s) [LINK TO DEFINITION]?**

Select all that apply

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

☐ Identified opportunities 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 opportunities 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 6

☐ Identified ways to improve the collection and analysis of data 7

☐ Developed a strategic plan for the upcoming school year.............................8

☐ Developed initiatives to improve school climate...9

☐ Determined which groups of students and families to target with supports…10

☐ Connected student or family unmet needs to existing programs...................11

☐ Something else (Please specify)..12

☐ Don't know..13

AT LEAST 3 A4=1 TO A4=12 SELECTED

A5. **Below are the ways [ORGANIZATION] used information from the completed needs and assets assessment(s), based on your answers to the previous question. Please rank the top three most valuable uses of the needs and assets assessment data below.**

	Rank the 3 most valuable uses of the assessment data
a. Identified new programs and services for students or families	|__|
b. Identified opportunities to improve existing programs and services for students or families	|__|
c. Identified ways to expand existing programs and services to more students or families	|__|
d. Identified new ways to engage youth, community, and family members in leadership roles or activities at their school	|__|
e. Identified opportunities to combine or restructure different programs and services with similar goals	|__|
f. Identified or improved areas of professional learning for teachers or other school staff	|__|
g. Identified ways to improve the collection and analysis of data	|__|
h. Developed a strategic plan for the upcoming school year	|__|
i. Developed initiatives to improve school climate	|__|
j. Determined which groups of students and families to target with supports	|__|
k. Connected student or family unmet needs to existing programs	|__|
l. Something else [FILL A4_12]	|__|

Section B: Community School Team

We would like to learn about the community school team.

ALL

B1. **Does your school have a staff member whose full-time 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.**

  ❍ Yes..1   B2

  ❍ No...0   B2

ALL

B2. **How many staff members have held the role of community school coordinator [LINK TO DEFINITION] since [ORGANIZATION] received the 2023 Full-Service Community School Grant?**

  ❍ Zero..1   C1

  ❍ One...2   B3

  ❍ Two...3   B3

  ❍ Three or more...4   B3

B2=2, 3, OR 4

B3. **Has your school used any of the following strategies to try help retain your community school coordinator [LINK TO DEFINITION]?**

  Select all that apply

  ☐ Offered the community school coordinator a competitive salary....................1

  ☐ Offered competitive benefits for the community school coordinator..............2

  ☐ Offered the community school coordinator a high level of involvement in school decision making...3

  ☐ Provided more training or coaching for the community school coordinator....4

  ☐ Other (Please specify)..5

  [ ]

  ☐ None of the above...6

  ☐ Don't know...d

B2=2,3, OR 4

B4. **Does your school, [GRANTEE NAME], or other organization provide 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 with your community partners [LINK TO DEFINITION] 5
- ☐ Integrating partnerships [LINK TO DEFINITION] into school-day curriculum 6
- ☐ Aligning school-day curriculum with out-of-school programs.........................7
- ☐ None of the above..8
- ☐ Don't know..d

B2=2,3, OR 4
POSITION = 2 (COMMUNITY SCHOOL COORDINATOR)

B5. **To what extent do you agree with the following statements about your role as community school coordinator [LINK TO DEFINITION]?**

	Level of agreement				
	Strongly disagree	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
a. I have the responsibility to monitor community school [LINK TO DEFINITION] implementation	$_1$ m	$_2$ m	$_3$ m	$_4$ m	$_5$ m
b. I have the authority to monitor community school [LINK TO DEFINITION] implementation	$_1$ m	$_2$ m	$_3$ m	$_4$ m	$_5$ m
c. I have the responsibility to use data to inform change and improvement at my school	$_1$ m	$_2$ m	$_3$ m	$_4$ m	$_5$ m
d. I have the authority to use data to inform change and improvement at my school	$_1$ m	$_2$ m	$_3$ m	$_4$ m	$_5$ m

Section C: Planning

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

ALL

C1. **Does your school have a school-based leadership team [LINK TO DEFINITION]?**

⭕ Yes..1   C2

⭕ No...2   C5

C1=1

C2. **Does your school-based leadership team [LINK TO DEFINITION] include any of the following as members?**

Select all that apply

☐ Teachers..1

☐ School counselors or social workers......................................2

☐ Students..3

☐ Parents or family...4

☐ Other community members..5

☐ Community organizations...6

☐ None of the above...7

☐ Don't know..d

C1=1

C3. **How much do you agree or disagree with the following statement?**

Our school-based leadership team [LINK TO DEFINITION] has the authority and autonomy to introduce ideas and lead changes to improve our school.

⭕ Strongly disagree..1

⭕ Disagree..2

⭕ Neither agree nor disagree...3

⭕ Agree...4

⭕ Strongly agree...5

C1=1

C4. **Has the school-based leadership team [LINK TO DEFINITION] contributed to any of the following activities?**

Select all that apply

- ☐ Identified new programs and services for students or families......................1
- ☐ Identified opportunities 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 opportunities 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
- ☐ Determined which groups of students and families to target with supports…13
- ☐ Something else (Please specify)...14

  [   ]

- ☐ Don't know..15

ALL

C5. **Does 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
- ☐ None of the above..6
- ☐ Don't know...d

ALL

C6. **Does 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

☐ None of the above...6

☐ Don't know..d

ALL

C7. **Does your school include family and community input as part of its decision-making processes on any of the following topics?**

Select all that apply

☐ Planning the community school strategy (for instance, setting goals and priorities through meetings with school leaders)..1

☐ Implementing the community school strategy (for instance, the best ways to deliver services or suggesting partners [LINK TO DEFINITION])..............................2

☐ Evaluating the community school strategy (for instance, reviewing data)......3

☐ None of the above...4

☐ Don't know..d

ALL

C8. **How important were each of the following factors in determining your school's priorities for the current school year?**

	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	1 m	2 m	3 m	4 m	5 m

	Level of importance				
	Not important	**Slightly important**	**Important**	**Very important**	**Not Applicable**
administrators					
e. Input from school staff	₁ m	₂ m	₃ m	₄ m	₅ m
f. Input from community-based organizations, local government, or businesses	₁ m	₂ m	₃ m	₄ m	₅ m
g. Input from tribes or tribal organizations	₁ m	₂ m	₃ m	₄ m	₅ m

ALL

C9. **How is your school collecting family and community input as part of the annual school planning cycle?**

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
- ☐ None of the above..5
- ☐ Don't know...d

Section D: Services and Activities

Next, we have questions about school services and activities.

ALL

D1. **Which of the following services, if any, are available to the community through your school's 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
- ☐ Nutrition/food assistance...6
- ☐ Employment assistance...7

- ☐ Childcare..8
- ☐ Social work..9
- ☐ Adult education classes...10
- ☐ Parenting and family support...11
- ☐ Mentoring and tutoring programs...12
- ☐ Migrant and refugee support...13
- ☐ Volunteering opportunities..14
- ☐ Community resource fairs..15
- ☐ Family resource center on school grounds...16
- ☐ Other (Please specify:..17

- ☐ None of the above...17
- ☐ Don't know..d

ALL

D2. **What types of expanded or enriched learning [LINK TO DEFINTION] do you offer at your school?**

Select all that apply

- ☐ Learning and engagement opportunities offered <u>outside of school hours</u> (such as before or after school or on weekends)..1
- ☐ Learning and engagement opportunities offered <u>during the summer</u>............2
- ☐ Curriculum that applies academic content to concrete (real-world) examples   3
- ☐ Curriculum that connects students to the community through project-based or work-based learning..4
- ☐ Curriculum that connects academic content with student home cultures and languages 5
- ☐ Opportunities for students with community partners [LINK TO DEFINITION] that align with school learning 6
- ☐ None of the above...7
- ☐ Don't know..d

D2=1 OR 2

D3. **What activities are included in learning and engagement opportunities you reported offering 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...3

☐ Family engagement activities...4

☐ Social and emotional support activities...5

☐ College and career readiness activities...6

☐ None of the above...7

☐ Don't know...d

ALL

D4. **What activities do families help lead?**

Select all that apply

☐ One-time events during the school day...1

☐ One-time events outside of the school day 2

☐ On-going student clubs...3

☐ On-going projects with school staff on school- and community-related issues   4

☐ None of the above...5

☐ Don't know...d

ALL

D5. **On average, how often do 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 or work-based learning	₁ m	₂ m	₃ m	d m
d.	Communicating with community partners [LINK TO DEFINITION] to align school-day learning with expanding learning opportunities	₁ m	₂ m	₃ m	d m

ALL

D6. **Is your school conducting or has your school conducted any of the following activities with respect to the school climate?**

Select all that apply

☐ Developed a plan to assess school climate, including whether students, family, and school staff feel welcome at the school...1

☐ Administered surveys, interviews, or focus groups to assess the school climate   2

☐ Dedicated time for the school-based leadership team [LINK TO DEFINITION] to continuously improve practices that improve the school climate...................3

☐ Dedicated resources to create supportive and inclusive spaces with regard to student culture and language 4

☐ Implemented non-exclusionary discipline approaches (e.g., restorative justice practices) 5

☐ None of the above...6

☐ Don't know...d

Interim School Survey

ALL

D7. **During the current school year, how often does 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 is professional development topic provided to teachers and staff				
	Never	**Once**	**A few times per year**	**Monthly**	**Weekly**
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
b. Culturally responsive teaching practices, including tying lessons to students' lived experiences and cultural backgrounds	1 m	2 m	3 m	4 m	5 m
c. Experiential or project-based learning where students can apply their learning in the classroom to real-world problems	1 m	2 m	3 m	4 m	5 m
d. Connecting students to necessary services and supports	1 m	2 m	3 m	4 m	5 m
e. Aligning in-school learning with learning happening outside of the school day	1 m	2 m	3 m	4 m	5 m
f. Collaborative decision-making and leadership	1 m	2 m	3 m	4 m	5 m
g. Evidence-based family engagement practices (e.g., home visits and frequent school-home communication)	1 m	2 m	3 m	4 m	5 m

Section E: Funding

ALL

E1. **We would like to know what funding sources have supported various community school [LINK TO DEFINITION] activities.**

For each category, as applicable, please only consider additional community school [LINK TO DEFINITION]activities that go beyond what is required in a typical public school—then indicate whether funding for those activities came from the Fiscal Year 2023 Full-Service Community Schools federal grant versus other sources since the start of the grant. When responding, please consider the full duration of the grant funding period.

COMMUNITY SCHOOL BUDGET CATEGORY	PORTION OF FUNDING FROM FULL-SERVICE COMMUNITY SCHOOLS GRANT (MARK ONE IN EACH ROW)				
	No funding from Full-Service Community Schools grant, but there is funding from other sources	Some funding from Full-Service Community Schools grant <u>and</u> some funding from other sources	All funding from the Full-Service Community Schools grant	No activities funded in this category	Don't know
a. Expanded services provided primarily *by school-based staff* (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 *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)*	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 [LINK TO DEFINITION] or advisory boards that include parents, students, and community partners [LINK TO DEFINITION])	1 m	2 m	3 m	0 m	d m
e. Staffing and operations costs for the grantee organization [LINK	1 m	2 m	3 m	0 m	d m

	PORTION OF FUNDING FROM FULL-SERVICE COMMUNITY SCHOOLS GRANT (MARK ONE IN EACH ROW)				
COMMUNITY SCHOOL BUDGET CATEGORY	No funding from Full-Service Community Schools grant, but there is funding from other sources	Some funding from Full-Service Community Schools grant <u>and</u> some funding from other sources	All funding from the Full-Service Community Schools grant	No activities funded in this category	Don't know
TO DEFINITION]					
f. Community school coordinator [LINK TO DEFINTION] costs	1 m	2 m	3 m	0 m	d m
g. Professional development costs for school-based staff (teachers, community school coordinators [LINK TO DEFINITION], and/or other school-based service providers)	1 m	2 m	3 m	0 m	d 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	d m
i. Development of other grantee organization [LINK TO DEFINITION] supports for groups of community schools [LINK TO DEFINITION]	1 m	2 m	3 m	0 m	d m

ANY E1=2

DISPLAY E2A IF E1A=2
DISPLAY E2B IF E1B=2
DISPLAY E2C IF E1C=2
DISPLAY E2D IF E1D=2
DISPLAY E2E IF E1E=2
DISPLAY E2F IF E1F=2
DISPLAY E2G IF E1G=2
DISPLAY E2H IF E1H=2
DISPLAY E2I IF E1I=2

E2.   You reported that some funding came from the Full-Service Community Schools grant and some funding came from other sources for the community school (activity/activities) [LINK TO DEFINITION] listed below. For (this activity / each of these activities), approximately what percentage of funding comes from the Full-Service Community Schools grant, other federal funds, and non-federal funds? Your best estimate is fine.

COMMUNITY SCHOOL BUDGET CATEGORY	FUNDING SOURCE PERCENTAGE			TOTAL	
	Full-Service Community Schools grant	Other federal funds	Other non-federal funds	Should sum to 100%	Don't know
a. Expanded services provided primarily *by school-based staff* (such as after-school programs, summer programs, or new supports for mental and physical health or nutrition)	__%	__%	__%	[FILL SUM F3A]%	d m
b. Expanded services provided primarily *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)*	__%	__%	__%	[FILL SUM F3A]%	d m
c. Development and maintenance of a data system to track service provision for individual students and families across multiple service providers	__%	__%	__%	[FILL SUM F3A]%	d m
d. Expanded shared leadership activities and practices (for example, forming school-based leadership teams [LINK TO DEFINITION] or advisory boards that include parents, students, and community partners [LINK TO DEFINITION])	__%	__%	__%	[FILL SUM F3A]%	d m
e. Staffing and operations costs for the grantee organization [LINK TO DEFINITION]	__%	__%	__%	[FILL SUM F3A]%	d m
f. Community school coordinator [LINK TO DEFINTION] costs	__%	__%	__%	[FILL SUM F3A]%	d m
g. Professional development costs for school-based staff (teachers, community school coordinators [LINK TO DEFINITION], and/or other school-based service providers)	__%	__%	__%	[FILL SUM F3A]%	d m
h. Community-connected classroom instruction costs (for example, designing curriculum around a local, community-based project or including community volunteers in classroom activities)	__%	__%	__%	[FILL SUM F3A]%	d m
i. Development of other grantee organization [LINK TO DEFINITION] supports for groups of community schools [LINK TO	__%	__%	__%	[FILL SUM F3A]%	d m

COMMUNITY SCHOOL BUDGET CATEGORY	FUNDING SOURCE PERCENTAGE			TOTAL	
	Full-Service Community Schools grant	Other federal funds	Other non-federal funds	Should sum to 100%	Don't know
DEFINITION]					

ANY E1=1 OR (ANY E1=2 AND ANY E2 OTHER FEDERAL FUNDS >0%)

IF ANY E1=2 AND ANY E2 OTHER FEDERAL FUNDS >0%, DO NOT DISPLAY RESPONSE OPTION 6

E3. **You reported that some funding from other sources supported the following community school [LINK TO DEFINITION] (activity/activities):**

[LIST E1 CATEGORIES WHERE E1=1 AND E2 CATEGORIES WHERE OTHER FEDERAL FUNDS >0%]

(Was this activity / Were these activities) funded by Title I, Title II, Title IV, other U.S. Department of Education funding, or funds from other federal agencies?

Select all that apply

- ☐ Title I funding...1
- ☐ Title II funding..2
- ☐ Title IV funding...3
- ☐ Other U.S. Department of Education funding...4
- ☐ Other federal agency funding...5
- ○ None of the above (no federal funding)..6
- ○ Don't know...d

Section F: Challenges

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

ALL

F1. 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 challengin g	**Somewhat challenging**	**Very challenging**	**Don't know**
a. Building and maintaining relationships with [GRANTEE ORGANIZATION] and the grant project director	₁ m	₂ m	₃ m	d m
b. Building and maintaining relationships with the community	₁ m	₂ m	₃ m	d m
c. Building and maintaining relationships with partner organizations [LINK TO DEFINITION]	₁ m	₂ m	₃ m	d m
d. Blending and braiding funds [LINK TO DEFINITION] to support the community school model [LINK TO DEFINITION]	₁ m	₂ m	₃ m	d m
e. Creating and managing a budget to support the community school model [LINK TO DEFINITION]	₁ m	₂ m	₃ m	d m
f. Collaborating with [GRANTEE NAME] to understand the grant	₁ m	₂ m	₃ m	d m
g. Working with teachers and other school staff to help them understand the grant and how it relates to academic development	₁ m	₂ m	₃ m	d m
h. 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
i. Identifying data sources or creating a data system to monitor and evaluate progress	₁ m	₂ m	₃ m	d m
j. 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	₁ m	₂ m	₃ m	d m

	Level of challenge			
	Not challenging	**Somewhat challenging**	**Very challenging**	**Don't know**
DEFINITION])				
k. 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
l. Conducting a needs and assests assessment [LINK TO DEFINITION]	₁ m	₂ m	₃ m	d m
m. Using needs and assets assessment [LINK TO DEFINITION] results to inform decision-making	₁ m	₂ m	₃ m	d m
n. Retaining a community school coordinator [LINK TO DEFINITION]	₁ m	₂ m	₃ m	d m
o. Meeting grant reporting requirements	₁ m	₂ m	₃ m	d m
p. 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

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ANY F1=2 OR 3

F2. **Beyond support provided by [GRANTEE NAME], what strategies did you use to address the challenge(s) you reported in the previous question(s)?**

☐ Worked with a national technical assistance provider.....................................1

☐ Worked with a local consultant or contractor...2

☐ Engaged with school district central office staff...3

☐ Consulted with other schools receiving grant funds from [GRANTEE NAME]   4

☐ Learned and adapted best practices from other communities.......................5

☐ Other (Please specify):..6

☐ None of the above...7

Section G: Technical Assistance

Lastly, we have questions about technical assistance.

ALL

G1. **Since receiving your grant, did your school access or participate in any technical assistance (TA) provided by [GRANTEE NAME] to help implement the community school model [LINK TO DEFINITION]?**

   m Yes...1   G2

   ❍ No..0   END

G1=1

G2. **On which of the following topics did [GRANTEE NAME] provide technical assistance to your school?**

TECHNICAL ASSISTANCE (TA) TOPIC	School accessed or participated in technical assistance topic		
	Yes	No	Don't know
a. Building and maintaining relationships with the community	₁ m	₂ m	d m
b. Building and maintaining relationships with partner organizations [LINK TO DEFINITION]	₁ m	₂ m	d m
c. Blending and braiding funds [LINK TO DEFINITION] to support the community school model [LINK TO DEFINITION]	₁ m	₂ m	d m
d. Creating and managing a budget to support the community school model [LINK TO DEFINITION]	₁ m	₂ m	d m
e. Working with teachers and other school staff to help them understand the grant and how it relates to academic development	₁ m	₂ m	d m
f. 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
g. Identifying data sources or creating a data system to monitor and evaluate progress	₁ m	₂ m	d m
h. 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	d m
i. 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	d m
j. Conducting a needs and assests assessment [LINK TO DEFINITION]	₁ m	₂ m	d m
k. Using needs and assets assessment [LINK TO DEFINITION] results to inform decision-making	₁ m	₂ m	d m
l. Retaining a community school coordinator [LINK TO DEFINITION]	₁ m	₂ m	d m
m. Meeting grant reporting requirements	₁ m	₂ m	d m
n. Onboarding community school coordinators [LINK TO DEFINITION] (for example, training them for the new role or conducting orientation activities)	₁ m	₂ m	d m

G1=1 AND ANY G2=1

DISPLAY G3A IF G2A=1
DISPLAY G3B IF G2B=1
DISPLAY G3C IF G2C=1
DISPLAY G3D IF G2D=1
DISPLAY G3E IF G2E=1
DISPLAY G3F IF G2F=1
DISPLAY G3G IF G2G=1
DISPLAY G3H IF G2H=1
DISPLAY G3I IF G2I=1
DISPLAY G3J IF G2J=1
DISPLAY G3K IF G2K=1
DISPLAY G3L IF G2L=1
DISPLAY G3M IF G2M=1
DISPLAY G3N IF G2N=1

G3. **Did the technical assistance (TA) your school received since grant award to support your school's implementation of the community school model [LINK TO DEFINITION]<u>fulfill your school's needs</u>?**

	Technical assistance received fulfilled needs		
TECHNICAL ASSISTANCE (TA) TOPIC	**Did not fulfill needs**	**Somewhat fulfilled needs**	**Fulfilled needs**
a. Building and maintaining relationships with the community	1 m	2 m	3 m
b. Building and maintaining relationships with partner organizations [LINK TO DEFINITION]	1 m	2 m	3 m
c. Blending and braiding funds [LINK TO DEFINITION] to support the community school model [LINK TO DEFINITION]	1 m	2 m	3 m
d. Creating and managing a budget to support the community school model [LINK TO DEFINITION]	1 m	2 m	3 m
e. Working with teachers and other school staff to help them understand the grant and how it relates to academic development	1 m	2 m	3 m
f. 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
g. Identifying data sources or creating a data system to monitor and evaluate progress	1 m	2 m	3 m
h. <u>Recruiting</u> 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	d m
i. Securing active involvement of families and students in the school community in decision-making activities (for example, site-based leadership teams [LINK TO DEFINITION])	1 m	2 m	3 m

TECHNICAL ASSISTANCE (TA) TOPIC	Technical assistance received fulfilled needs		
	Did not fulfill needs	Somewhat fulfilled needs	Fulfilled needs
j. Conducting a needs and assests assessment [LINK TO DEFINITION]	$_1$ m	$_2$ m	$_3$ m
k. Using needs and assets assessment [LINK TO DEFINITION] results to inform decision-making	$_1$ m	$_2$ m	$_3$ m
l. Retaining a community school coordinator [LINK TO DEFINITION]	$_1$ m	$_2$ m	$_3$ m
m. Meeting grant reporting requirements	$_1$ m	$_2$ m	$_3$ m
n. Onboarding community school coordinators [LINK TO DEFINITION]	$_1$ m	$_2$ m	$_3$ m

END.

Thank you for your time!