

Laying the Foundation: Progress on Early Full-Service Community Schools Grant Implementation Activities

National Center for Education Evaluation

The U.S. Department of Education’s Full-Service Community Schools (FSCS) program awards grants to states, districts, or other organizations to help partner schools implement community schools, which seek to provide coordinated, comprehensive supports to children and their families. This snapshot charts FSCS’s progress in two foundational areas: early activities that grantees must help partner schools complete and partnerships that grantees must finalize with local providers to deliver essential services to

children in community schools. In the first months of their 5-year grant period, most grantees reported that all partner schools had hired a coordinator, but progress was limited on training them and on implementing activities typically led by coordinators, such as conducting a needs assessment and establishing a school-based leadership team. More than a third of grantees reported that their partners were finalized, but many grantees also did not rule out the possibility for future changes.

Why This Topic?

Children in high-poverty schools often lack access to supports and opportunities designed to meet their overall developmental needs, including academic, physical, and mental health. These needs rapidly grew during the pandemic, as did the gap in both needs and access to appropriate supports between children in high-poverty schools and their peers in higher-income settings.ⁱ To help meet these needs, the U.S.

Department of Education (ED) administers the Full-Service Community Schools (FSCS) grant program.

FSCS grantees, typically school districts, community-based organizations, or universities, use grant funding to collaborate with partner organizations to either establish new community schools or strengthen existing ones. Community schools are intended to serve as hubs that coordinate and integrate a wide range of services and supports that meet the unique needs of students and communities. These might include providing afterschool programs and offering health clinics.

According to the FSCS program model, grantees are expected to support their partner schools in completing six early implementation activities before the end of the first year: 1) hire and 2) start training community school coordinators to oversee community school efforts, including conducting school-based leadership meetings and connecting students to grant-supported services; 3) complete an assets and needs assessment to determine community needs, how these needs should be prioritized, and assets available to meet them; 4) start to hold meetings of a school-based leadership team to create and implement plans for the community school efforts; 5) finalize membership of the school-based leadership team; and 6) start delivering grant-supported services.

Although these early implementation activities may appear to have a logical sequence (for example, hiring and training coordinators before conducting a needs and assets assessment)ⁱⁱ, the program does not require these activities to be completed in a specific order. As a result, grantees’ progress across the total number of

activities, rather than a particular set of activities, may provide the best gauge of whether partner schools are on-track to meet program expectations.

In practice, schools may complete early implementation activities in varied orders. For example, in some cases it might make sense for partner schools to conduct a needs assessment to determine what services are needed before beginning to provide any services. In other cases, partner schools may have already conducted some assessment of students' needs before grant award, in which case they might be able to provide services before they have completed the more comprehensive FSCS needs assessment.ⁱⁱⁱ

In addition to supporting partner schools in implementing the six activities early on, grantees are expected to finalize their partnerships with local organizations by the end of the first year. Partner organizations play an integral role in FSCS activities, including providing services, contributing to decision making, and evaluating services. Throughout the first year, partnership decisions may shift to reflect grantees' evolving understanding of communities' needs and assets as well as changes within local organizations, such as their capacity to provide needed services. Understanding the extent to which grantees have made changes to their partnerships in their first year and why, as well as whether they expect to make further changes in the future, can provide a sense of how close to final these partnerships are. This information may also help the grant program identify additional supports to help grantees develop these foundational relationships.

In 2022, ED awarded \$63 million to cover the first year of funding for 42 five-year grants (Figure 1).^{iv} This is the largest influx of grant awards in a single year for the FSCS grant program, representing a seven-fold increase in funding from the previous grant cycle.^v Beginning in 2022, the FSCS program was redesigned to establish three distinct types of grant awards that vary in size and function: (1) Capacity Building and Development grants are the smallest and require that grantees serve at least two schools in a single district, (2) Multi-Local Educational Agency (Multi-LEA) grants are larger and require that grantees serve at least four

schools across at least two districts, and (3) State Scaling grants are the largest and require grantees work with a state steering committee to determine how many districts and schools to collaborate with and then provide services to those grant-supported schools. In FY22, Capacity Building and Development grantees served an average of three schools (with a range of 2 to 10 schools), Multi-LEA grantees served an average of 9 schools (with a range of 4 to 16 schools), and State Scaling grantees served an average of 35 schools (with a range of 6 to 60 schools).^{vi}

Figure 1. Summary of FSCS grant types awarded in 2022

	Grant type		
	Capacity Building and Development	Multi-LEA	State Scaling
Scope	At least two schools in one district	At least four schools across at least two districts	At least one LEA and partnership with State Educational Agency (can decide how many districts and schools to partner with)
Median first-year grant funding	\$500,000	\$2,800,000	\$9,600,000
Number of 2022 grant recipients	27	12	3

Notes: LEA = local educational agency

By measuring progress midway through the first year of the grants, the findings provide information on the extent to which grantees quickly completed early implementation activities and highlight areas where additional supports from the grant program may be needed. The survey also asked if grantees used optional non-federal supports to help implement their grant, such as tools to help with budgeting. By understanding what implementation supports grantees are already using, the program office can provide different supports. Appendix B includes results to all survey questions not covered in the main findings. These findings can also inform whether early grantee activities vary depending on the type and size of the grant, which may suggest the need for differentiated supports by grant type.^{vii}

Data and Analysis

Data for this snapshot come from a survey of project directors of the 42 Full-Service Community Schools grantees that received their awards in December 2022.

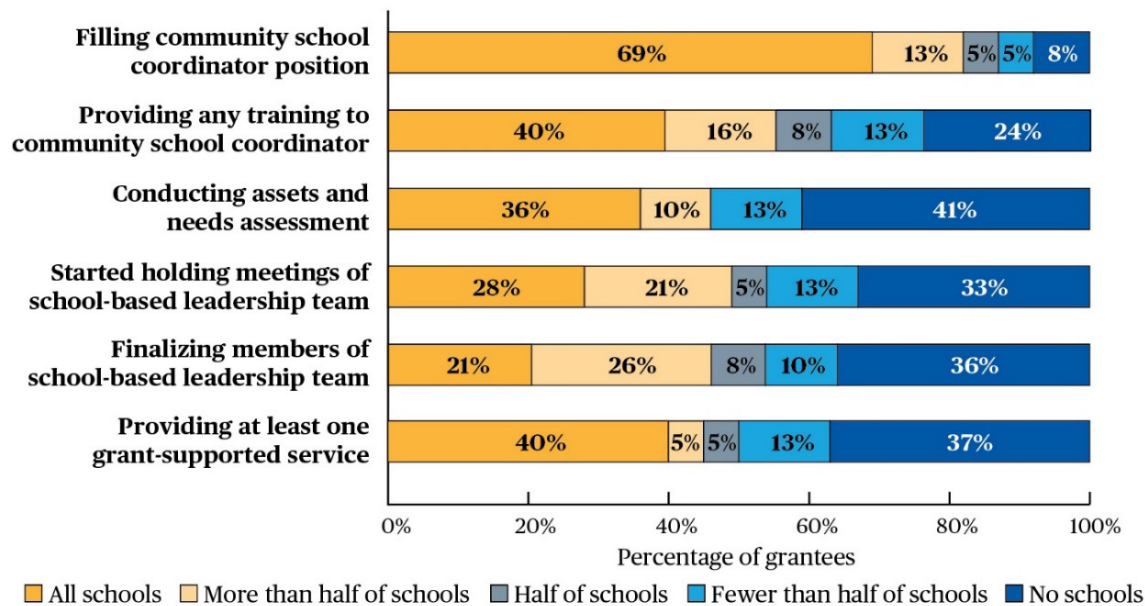
The study administered the survey from July through September 2023, midway through the first year of the grants, and asked grantees to report on their experiences, as well as the experiences of their grant-supported schools. In total, 39 grantees responded to the survey, for a response rate of 93 percent.^{viii} This report tallies survey responses across all responding grantees to describe early grant activities.

Key Findings

A little over halfway through the first year of the grant, most grantees reported that all their community schools had hired coordinators, but other early implementation activities remained incomplete.

- **Community schools made the most progress on hiring community school coordinators, although many coordinators were not yet trained.** Sixty-nine percent of grantees reported that all their community schools had hired coordinators, but only 40 percent reported that all of their coordinators had received any training (Figure 2). Among grantees that had hired at least one coordinator, just 20 percent (7 grantees) reported that all hires came from within the school. The vast majority of grantees had community schools that filled coordinator positions with at least some outside staff (Appendix Table A.1).^{ix}
- **Community schools were still far from completing the other early implementation activities.** Less than half of grantees reported that all their community schools had conducted an assets and needs assessment (36 percent), started to hold meetings of their school-based leadership team (28 percent), finalized members of their school-based leadership team (21 percent), or begun providing at least one grant-supported service (40 percent) (Figure 2).^x Progress on these early implementation activities might have been limited because not all community schools had hired and trained coordinators, who often facilitate these activities. Grantees that reported more progress on other early implementation activities did in fact tend to be grantees that reported all their community schools had a coordinator (Appendix Table A.3). For example, of the 15 grantees that reported providing at least one grant-supported service across all their schools, 12 of these grantees also reported filling the coordinator position at all their schools.
- **Community schools that had already begun providing grant-supported services most often provided services in all four areas emphasized by the FSCS program.** Thirty-seven percent of grantees reported that none of their schools had provided any grant-supported services yet, perhaps not surprising given the pace of progress on many of the other early implementation activities. However, many grantees (63 percent) reported that at least some of their schools had begun providing services. Of those, a majority reported using funds for each of the four program-emphasized services: integrated student services, expanded and enriched learning, active family and community engagement, and collaborative leadership (Appendix Table A.4).^{xi} Grantees more often reported that funds were primarily used for new services (46 percent) than for expanding or improving existing services (27 percent each) (Appendix Table A.5).^{xii} Furthermore, almost all of the grantees reporting that funds were primarily used to provide new services also reported that at least some of their schools had already completed their assets and needs assessments (9 of 10 grantees) (Appendix Table A.6).

Figure 2. Percentage of 2022 FSCS grantees reporting that grant-supported schools completed each early implementation activity



Source: Fiscal Year 2022 Full-Service Community Schools grantee survey

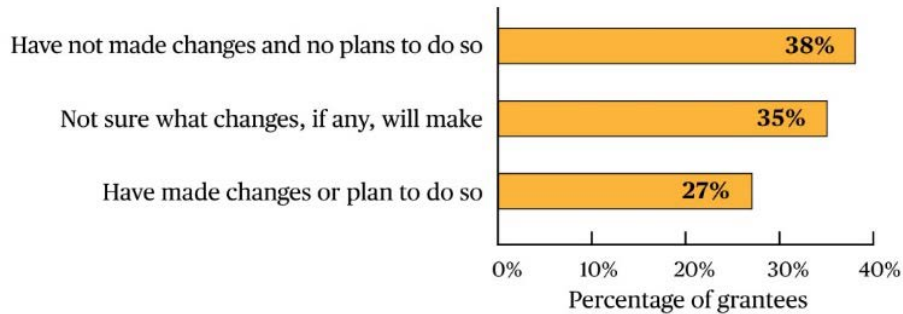
Notes: Grantees were asked to provide their best estimate of how many of their grant-supported schools have completed each of the activities. Results are based on 39 grantee respondents. Percentages do not sum to 100 due to rounding

- **Only one grantee reported that all of their community schools had completed all six early implementation activities.** Most commonly, grantees reported that all their community schools had completed one (21 percent) or two (21 percent) activities (Appendix Table A.7). Eighteen percent of grantees reported that no activities had been completed by all their community schools.
- **The largest type of grantees, State Scaling grantees, made less progress than other types of grantees.** For five of the six early implementation activities, all of the State Scaling grantees reported that none or fewer than half of their schools completed the activities (Appendix Table A.8). On the sixth implementation activity—filling the community school coordinator position—State Scaling grantees also lagged behind other grant types. Seventy-six percent of Capacity Building and Development grantees (19 out of 25 grantees) and 64 percent of Multi-LEA grantees (7 out of 11

grantees) reported that all of their community schools had filled the community school coordinator position, compared with 33 percent of State Scaling grantees (1 out of 3 grantees). Because State Scaling grantees typically serve more schools, it is likely more difficult for them to report that “all schools” completed activities.

Many grantees had finalized their partnerships a little more than halfway through the first year, but many also did not rule out the possibility for future changes.

- **At least one-third and as many as two-thirds of grantees had finalized their partner organizations, although at least one-third also did not rule out the possibility for future changes.** At the time of the survey, 38 percent of grantees reported not making any changes to their list of partner organizations from their grant application and having no plans to do so (Figure 3). An additional 27 percent of grantees (10 out of 37) reported making or planning to make changes to their list of partner

Figure 3. 2022 FSCS grantees' changes or planned changes to their list of partner organizations

Source: Fiscal Year 2022 Full-Service Community Schools grantee survey

Notes: Grantees were asked whether they already made or planned to make any changes to the list of partner organizations from their Fiscal Year 2022 grant application or their memorandum of understandings with each partner. Results are based on 37 grantee respondents. The number of grantee responses differs from the full sample of respondents (n=39) because two grantees did not respond to this question on the survey.

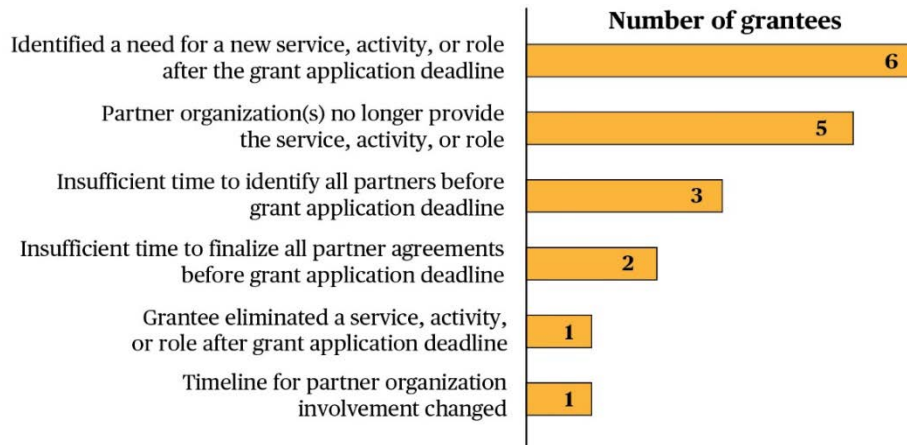
organizations from their grant application. Therefore, the percentage of grantees who had finalized their partners could range from 38 percent to 65 percent, depending on how many of these 10 grantees already completed their changes. The remaining 35 percent of grantees had not clearly finalized their partners yet since they indicated being unsure about what changes, if any, they would make to the list of partner organizations.

- **Compared to larger grantee types, Capacity Building and Development grantees were more likely to change their partnership plans but also were potentially in a position to have finalized their partners sooner.** Nine of 25 Capacity Building and Development grantees (36 percent) made changes or planned to make changes, compared with one of ten Multi-LEA grantees and no State Scaling grantees (Appendix Table A.9). Differences in implementation progress by grant types may be driving differences in partner changes. For example, Capacity Building and Development grantees made more progress on assets and needs assessments, which may have facilitated their identification of new partner needs relative to Multi-LEA and State Scaling grantees, who were more likely to still be working on assessing their assets and needs. Sixty percent of Multi-LEA grantees and 50 percent of State Scaling

grantees reported that they were not sure about what changes they would make to their partners, compared to 24 percent of Capacity Building and Development grantees, suggesting that these larger grantees were not as close to finalizing their partners as compared to the smaller grantees.

- **Grantees that made changes or had plans to make changes typically added partners, and less often made changes to the services, roles, or responsibilities of current partners.** Of the 10 grantees (9 Capacity Building and Development and 1 Multi-LEA) that made or planned to make changes to their partners, 7 reported adding one or more partners (Appendix Table A.10). Fewer than half of these grantees reported other types of changes, including changing the types of services that partner(s) would support (4 grantees) or the roles and responsibilities of partner(s) (3 grantees). The least common change reported was grantees no longer planning to work with a partner that was included in the grant application (2 grantees).

Figure 4. Reason for changes in partner organizations



Source: Fiscal Year 2022 Full-Service Community Schools grantee survey

Notes: Grantees that reported already making or planning to make changes to the list of partner organizations from their Fiscal Year 2022 grant application were asked to specify why they are making or planning to make those changes. Respondents could choose multiple reasons. Results are based on 9 grantee respondents. The number of grantee responses differs from the sample of possible respondents (n=10) because one grantee did not respond to this question on the survey.

- **The most common reason for planned or actual changes to partners was to meet a need of the school or community that surfaced after the grant application was submitted.** Six of the 10 grantees that made or planned to make changes reported the identification of a new need after the grant application deadline as the reason for changes to partners (Figure 4). Of these six grantees,

four reported completing assets and needs assessment for all or most of their schools. Despite not formally completing the in-depth grant-related assets and needs assessment, schools associated with the remaining two grantees may have determined new needs based on their regular review of student data or as part of their annual school planning process.

ⁱ Kerschbaumer, L., Crossett, L., Halaus, M., & Costa, U. (2024). COVID-19 and health inequalities: The impact of social determinants of health on individuals affected by poverty. *Health Policy and Technology*, 13(1), Article 100803. [10.1016/j.hlpt.2023.100803](https://doi.org/10.1016/j.hlpt.2023.100803); Mooney, A. C., Jackson, K. E., Hamad, R., Fernald, L. C., Hoskote, M., & Gosliner, W. (2023). Experiences of distress and gaps in government safety net supports among parents of young children during the COVID-19 pandemic: A qualitative study. *BMC Public Health*, 23(1), Article 1099. <https://doi.org/10.1186/s12889-023-16037-4>; Rapaport, A., Polikoff, M., Saavedra, A., & Silver, D. (2024, August). *A nation's children at risk: Insights on children's mental health from the Understanding America Study*. University of Southern California. <http://uasdata.usc.edu/education>; U.S. Department of Education, Office of Civil Rights. (2021). *Education in a pandemic: The disparate impacts of COVID-19 on America's students*. <https://www.ed.gov/sites/ed/files/about/offices/list/ocr/docs/20210608-impacts-of-covid19.pdf>; U.S. Department of Education, Office of Special Education and Rehabilitative Services. (2021). *Supporting child and student social, emotional, behavioral, and mental health needs*. <https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf>

ⁱⁱ For example, the White House Toolkit on Federal Resources to Support Community Schools (2023) indicates that, ideally, community schools complete a needs and assets assessment before they begin to collaborate with partners to address those needs.

ⁱⁱⁱ For example, many partner schools are implementing schoolwide Title I programs due to the FSCS program's focus on high-poverty schools. The Elementary and Secondary Education Act (4625(a)(4)(B)) requires schoolwide Title I schools to have and annually update a Schoolwide Program plan that provides a needs assessment to determine what challenges are facing children who are failing or at-risk of failing to meet academic standards. While the Full-Service Community School grants mostly serve Title I schools, the required assets and needs assessment for FSCS grants extends beyond Schoolwide Program plans to include an assessment of the physical, nonacademic, health, mental health, and other needs of students, as well as expanding the scope to include students' families and community residents (Application for New Awards; Full-Service Community Schools Program, 87 Fed. Reg. 41688, July 13, 2022).

^{iv} The 2022 grants were awarded across 20 states and territories.

^v In FY 2021, ED awarded a total of \$9 million in first year funding for 19 grantees. Author calculations of the funding changes from FY 2021 to FY 2022 based on the grant award data file: https://www.ed.gov/sites/ed/files/2023/12/FSCS_Grantees_2008-2023_updated12.06.2023.xlsx

^{vi} Data regarding schools served by grantees are from grantees' Annual Performance Report, grant applications, and consultation with the program office.

^{vii} For example, State Scaling grantees may need additional supports to complete early grantee activities, given their additional complexities such as coordinating across multiple districts. Alternatively, they may have more capacity and may already have experience supporting community schools. Thus, they might be better positioned to get up and running more quickly.

^{viii} Response rates by grant types are as follows: 93% (25 out of 27) for Capacity Building and Development grantees, 92% (11 out of 12) for Multi-LEA grantees, and 100% (3 out of 3) for State Scaling grantees.

^{ix} The survey asked grantees what portion of "all of the schools that will be supported by your Fiscal Year 2022 Full-Service Community Schools grant" had completed each of six early implementation activities. Although it is likely that by July 2023 most grantees would have finalized their partner schools, it is possible that some grantees may have not finalized their partner schools or may have planned to add partner schools in future years. The survey did not provide guidance as to how grantees should respond when they expected their final count of partner schools to change. Some grantees may have only included current partner schools in their response (resulting in a report of a higher portion of schools completing activities), while other grantees may have included planned future partner schools (resulting in a report of a lower portion of schools completing activities).

^x In addition to providing services during the school year, some grant-supported schools also provided summer programs and services. Twenty-seven percent of grantees reported spending grant funds on programs and services during summer 2023, including programs and services addressing academic and social needs (Appendix Table A.2).

^{xi} The survey provided the following definitions: *Integrated student supports* refer to programs or services that schools or community partners provide to address academic and non-academic barriers to student success. Examples include physical and mental health supports (like school nurses, counselors, therapists, or psychologists), social and emotional learning, nutrition support, transportation assistance, social workers, or programs or services targeted to specific students (e.g., students who have been chronically absent). *Expanded and enriched learning time and opportunities* 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. *Active family and community engagement* refer to practices that (i) bring parents and families of students at the community school and community members and leaders into the school as partners in students' education, including meaningfully involving parents and families in the community school's decision-making processes and may include a family support coordinator; (ii) make the community school a hub for services, activities, and programs for students, families, and members of the neighborhood that the community school serves; (iii) provide adults with desired educational and employment opportunities and other support services; and (iv) provide centralized supports for families and communities in community

schools, which may include an engagement coordinator, English as a second language classes, citizenship preparation, computer skills, art, housing assistance, child abuse and neglect prevention supports, health and mental health, literacy programs, digital literacy training, or other programs that bring community members into a school building for meetings, events, or programming. *Collaborative leadership* and practices build a culture of professional learning, collective trust, shared responsibility, and support high-quality teaching in each community school using strategies that – (i) at a minimum, include a school-based leadership team with representation of students (when applicable/appropriate), parent and family leaders and community partners; a community school coordinator; and a community-wide leadership team at the district- or grantee-level; and (ii) may include other leadership or governance teams or community coalitions, educator learning communities, and other staff to manage the multiple, complex joint work of school and community organizations.

^{xiii} If the majority of respondents answered a given multiple response survey question and no one response option was selected by a majority of respondents, then the study views the responses to this question as differing among grantees. Additionally, the study used a threshold of 15 percentage points (equivalent to a difference of about six grantees) when comparing how often two response options were selected to determine whether a difference of interest is large enough to merit mention. The study chose this method of identifying differences, rather than statistical testing, for three reasons: (1) the analysis includes all grantees with available data, meaning the study does not need to account for the kind of statistical error that arises from having to select a sample from a broader population of interest; (2) the number of grantees is small, meaning any statistical tests would be imprecise and thus not particularly informative; and (3) differences of this size are meaningful and may be used by the program office when making decisions about how to support grantees.

Appendix

Data and Methods

This snapshot comes from an Institute of Education Sciences' survey of Fiscal Year (FY) 2022 Full-Service Community Schools grantees about the early implementation of their grants. While the primary goal of the survey was to measure progress on early implementation activities among grant-supported community schools, the study elected to decrease the survey's burden by surveying grantees about school activities instead of surveying schools directly. The study sent an email to the 42 FY 2022 grantee project directors, inviting them to complete the survey. The email included a link to the electronic survey and instructions for completing it. 39 grantees responded to the survey between July 2023 and September 2023, for a response rate of 93 percent. The figures and statistics presented in this snapshot are simple tabulations of responses to questions in the survey.

Survey questions asked respondents to report on grant-related activities that were completed at the time they took the survey. Since respondents completed their survey within a three-month window, later responders would have had more time to complete the activities. However, supplemental analyses show that respondents who completed their surveys later in the data collection window did not systematically report more progress on early implementation activities. Thus, it does not appear that the timing of survey response is driving differences in responses (Appendix Table A.11).

A. Supplemental tables supporting findings in snapshot

Table A.1. Among grantees that reported that any grant-supported schools filled their community school coordinator positions, proportion of positions that were filled by people already working at the school

Response category	Number of grantees	Percentage of grantees
None of the community school coordinators were already working at the school	9	26%
Fewer than half (but more than none) of the community school coordinators were already working at the school	8	23%
About half of the community school coordinators were already working at the school	3	9%
More than half (but not all) of the community school coordinators were already working at the school	8	23%
All of the community school coordinators were already working at the school	7	20%
Number of grantee responses	35	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents who said that community school coordinator positions had been filled at any grant-supported schools (n = 36). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table A.2. Whether grantees reported spending grant funds on summer 2023 programs or services

Response category	Number of grantees	Percentage of grantees
Yes (any of the following)	10	27%
Programs or services that address academic needs, including pandemic-related interruptions in learning	7	18%
Programs or services that address mental health, social, or emotional needs	7	18%
Any other programs or services not included in prior two rows	8	22%
No	27	73%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table A.3. Number of grantees that reported all schools completed each activity and hired all coordinators

Early implementation activity	Completed at all schools	Completed at all schools and hired coordinators at all schools
Conducting assets and needs assessments	14	12
Providing training to coordinators	15	15
Finalizing leadership team	8	7
Starting to hold leadership team meetings	11	7
Providing at least one grant-supported service	15	12
Number of grantee responses	39	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39).

Table A.4. Percentage of grantees that reported providing services under each service area

Response category	Number of grantees	Percentage of grantees
Integrated student services	16	73%
Expanded and enriched learning	12	55%
Active family and community engagement	15	68%
Collaborative leadership	17	77%
None of the above	0	0 %
Number of grantee responses	22	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents who reported spending any of the grant funds and know how grant funds have been spent (n = 23). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey. Grantee responses do not sum to 22 and percentages do not sum to 100 because respondents responded to each item separately.

Table A.5. Percentage of grantees that reported primarily spending Fiscal Year 2022 grant funds to expand existing services to reach more recipients, improve existing services for current recipients, or provide new services

Response category	Number of grantees	Percentage of grantees
Expand existing services to reach more recipients	6	27%
Improve existing services for current recipients	6	27%
Provide new services	10	46%
Number of grantee responses	22	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents who reported spending funds and providing at least one service (n = 23). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table A.6. Number of grantees that reported spending grant funding on services, by completion of needs assessment

Primary use of funds	Needs assessment completed in no schools	Needs assessment completed in at least some schools
Expanding services to reach more recipients	0	6
Improve existing services for current recipients	4	2
Provide new services	1	9
Number of grantee responses	5	17

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents who reported spending any of the grant funds on providing at least one service (n = 23). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table A.7. Number and percentage of grantees that reported completing different numbers of activities across all schools

Number of activities completed at all schools	Number of grantees	Percentage of grantees
Zero	7	18%
One	8	21%
Two	8	21%
Three	5	13%
Four	5	13%
Five	5	13%
Six	1	3%
Number of grantee responses	39	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: Grantees were asked to provide their best estimate of how many of their grant-supported schools had completed the following six activities: filling the community school coordinator position, providing any training to community school coordinator, conducting assets and needs assessment, starting to hold meetings for school-based leadership team, finalizing members of school-based leadership team, and providing at least one grant-supported service. The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). Percentages do not sum to 100 due to rounding.

Table A.8. Grantee reports on the estimated share of schools that completed activities, by grantee type

Response category	Capacity Building and Development grants		Multi-Local Educational Agency grants		State Scaling grants	
	Number of grantees	Percentage of grantees	Number of grantees	Percentage of grantees	Number of grantees	Percentage of grantees
A. Conducting any assets and needs assessments						
None	8	32%	5	46%	3	100%
Fewer than half	2	8%	3	27%	0	0%
Half	0	0%	0	0%	0	0%
More than half	3	12%	1	9%	0	0%
All schools	12	48%	2	18%	0	0%
Number of grantee responses	25		11		3	
B. Filling community school coordinator positions						
None	3	12%	0	0%	0	0%
Fewer than half	0	0%	1	9%	1	33%
Half	2	8%	0	0%	0	0%
More than half	1	4%	3	27%	1	33%
All schools	19	76%	7	64%	1	33%
Number of grantee responses	25		11		3	
C. Providing any training to community school coordinator positions						
None	5	21%	2	18%	2	67%
Fewer than half	2	8%	2	18%	1	33%
Half	3	13%	0	0%	0	0%
More than half	3	13%	3	27%	0	0%
All schools	11	46%	4	36%	0	0%
Number of grantee responses	24		11		3	
D. Finalizing members of school-based leadership team						
None	9	36%	3	27%	2	67%
Fewer than half	2	8%	1	9%	1	33%
Half	2	8%	1	9%	0	0%
More than half	7	28%	3	27%	0	0%
All schools	5	20%	3	27%	0	0%
Number of grantee responses	25		11		3	
E. Started holding meetings of school-based leadership team						
None	9	36%	2	18%	2	67%
Fewer than half	3	12%	1	9%	1	33%
Half	1	4%	1	9%	0	0%
More than half	5	20%	3	27%	0	0%
All schools	7	28%	4	36%	0	0%
Number of grantee responses	25		11		3	
E. Providing at least one grant-supported service						
None	9	36%	4	36%	1	50%
Fewer than half	3	12%	1	9%	1	50%
Half	2	8%	0	0%	0	0%
More than half	0	0%	2	18%	0	0%
All schools	11	44%	4	36%	0	0%
Number of grantee responses	25		11		2	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents that received a Capacity Building and Development grant (n = 25), a Multi-Local Educational Agency grant (n = 11), or a State Scaling Grant (n = 3). The number of grantee responses differs from the sample in some cases because some grantees didn't respond to this question on the survey.

Table A.9. Whether grantees reported changes to the list of partner organizations from the grant application or the memoranda of understanding with each partner, by grantee type

Response category	Capacity Building and Development grants		Multi-Local Educational Agency grants		State Scaling grants	
	Number of grantees	Percentage of grantees	Number of grantees	Percentage of grantees	Number of grantees	Percentage of grantees
Yes, we have made changes or plan to make changes	9	36%	1	10%	0	0%
No, we have not made any changes and do not plan to make any changes	10	40%	3	30%	1	50%
We are not sure about what changes, if any, we will make to the list of partner organizations and MOUs	6	24%	6	60%	1	50%
Number of grantee responses	25		10		2	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents that received either a Capacity Building and Development grant (n = 25), a Multi-Local Educational Agency grant (n = 11), or a State Scaling grant (n = 3). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

MOUs = memoranda of understanding.

Table A.10. Types of changes grantees reported making, or are planning to make, to the list of partner organizations or memoranda of understanding from their grant application

Response category	Number of grantees	Percentage of grantees
We are not working with/will not work with one or more partner organizations that were named in the grant application	2	20%
We added/will add one or more new partner organizations that were not named in the grant application	7	70%
We made/will make changes to the set of services one or more partner organizations will support	4	40%
We made/will make changes to the roles or responsibilities of one or more partner organizations (other than the set of services the partner organization will support)	3	30%
We made/will make changes to membership in the grant's state steering committee (only applicable for State Scaling grantees)	0	0
Number of grantee responses	10	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents who said they have made changes or plan to make changes to their list of partner organizations (n = 10). Grantee responses do not sum to 10 and percentages do not sum to 100 because respondents responded to each item separately.

MOUs = memoranda of understanding.

Table A.11. Reported progress on early implementation activities, by month of survey completion

Response category	July		August		September	
	Sample size	Mean	Sample size	Mean	Sample size	Mean
Conducting assets and needs assessments	25	3.2	8	2.5	6	2.2
Filling coordinator position	25	4.5	8	4.5	6	3.2
Providing training to coordinators	24	3.5	8	3.1	6	2.8
Finalizing leadership team	25	2.8	8	2.6	6	3.2
Starting to hold leadership team meetings	25	2.8	8	3.4	6	3
Providing at least one grant-supported service	25	2.9	8	3.3	5	2.8

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). In total, 25 respondents completed the survey in July, 8 in August, and 6 in September. The number of grantee responses in individual response categories differs from the sample in some cases because some grantees did not provide a response in all response categories. Means use the following numbers for calculations: 1 - not complete in any schools, 2 - complete in less than half of schools, 3 - complete in about half, 4 - complete for more than half of schools, 5 - complete for all schools

B. Additional tables not directly referenced in snapshot

Full-Service Community Schools grant activities

Table B.1. Percentage of grantees that reported spending any Fiscal Year 2022 Full-Service Community Schools grant funds

Response category	Number of grantees	Percentage of grantees
Has not spent grant funds yet	5	13%
Has spent grant funds	34	87%
Number of grantee responses	39	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39).

Table B.2. Percentage of grantees that reported planning to primarily spend Fiscal Year 2022 Full-Service Community Schools grant funds to expand existing services, improve existing services, or provide new services over the next four years

Response category	Number of grantees	Percentage of grantees
Expand existing services to reach more recipients	9	24%
Improve existing services for current recipients	8	21%
Provide new services	21	55%
Number of grantee responses	38	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table B.3. Percentage of grantees that reported primarily spending Fiscal Year 2022 Full-Service Community Schools grant funds on the integrated student supports pillar to expand existing services, improve existing services, or provide new services

Response category	Number of grantees	Percentage of grantees
Expand services to reach more recipients	2	13%
Improve services for current recipients	1	7%
Provide new services	12	80%
Number of grantee responses	15	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents who reported using grant funds for the integrated student supports pillar and know how grant funds have been spent (n = 17). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table B.4. Percentage of grantees that reported primarily spending Fiscal Year 2022 Full-Service Community Schools grant funds on the expanded and enriched learning time and opportunities pillar to expand existing services, improve existing services, or provide new services

Response category	Number of grantees	Percentage of grantees
Expand services to reach more recipients	5	42%
Improve services for current recipients	3	25%
Provide new services	4	33%
Number of grantee responses	12	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents who reported using grant funds for the expanded and enriched learning time and opportunities pillar and know how grant funds have been spent (n = 13). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table B.5. Percentage of grantees that reported primarily spending Fiscal Year 2022 Full-Service Community Schools grant funds on the active family and community engagement pillar to expand existing services, improve existing services, or provide new services

Response category	Number of grantees	Percentage of grantees
Expand services to reach more recipients	8	53%
Improve services for current recipients	2	13%
Provide new services	5	33%
Number of grantee responses	15	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents who reported using grant funds for the active family and community engagement pillar and know how grant funds have been spent (n = 16). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table B.6. Percentage of grantees that reported primarily spending Fiscal Year 2022 Full-Service Community Schools grant funds on the collaborative leadership pillar to expand existing services, improve existing services, or provide new services

Response category	Number of grantees	Percentage of grantees
Expand services to reach more recipients	2	12%
Improve services for current recipients	6	35%
Provide new services	9	53%
Number of grantee responses	17	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents who reported using grant funds for the collaborative leadership pillar and know how grant funds have been spent (n = 18). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table B.7. Percentage of grantees that reported spending Fiscal Year 2022 Full-Service Community Schools grant funds on summer services that address academic needs, including pandemic-related interruptions in learning

Response category	Number of grantees	Percentage of grantees
Spent funds on these summer services in summer 2023	7	18%
Did not spend funds on these summer services in summer 2023, but expect to spend funds on these services in the future	23	61%
Did not spend funds on these summer services in summer 2023 and funds are not expected to be spent on these services in the future	8	21%
Don't know	0	0%
Number of grantee responses	38	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table B.8. Percentage of grantees that reported spending Fiscal Year 2022 Full-Service Community Schools grant funds on summer services that address mental health, social, or emotional needs

Response category	Number of grantees	Percentage of grantees
Spent funds on these summer services in summer 2023	7	18%
Did not spend funds on these summer services in summer 2023, but expect to spend funds on these services in the future	25	66%
Did not spend funds on these summer services in summer 2023 and funds are not expected to be spent on these services in the future	6	16%
Don't know	0	0%
Number of grantee responses	38	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table B.9. Percentage of grantees that reported spending Fiscal Year 2022 Full-Service Community Schools grant funds on any other summer services

Response category	Number of grantees	Percentage of grantees
Spent funds on these summer services in summer 2023	8	22%
Did not spend funds on these summer services in summer 2023, but expect to spend funds on these services in the future	19	53%
Did not spend funds on these summer services in summer 2023 and funds are not expected to be spent on these services in the future	9	25%
Don't know	2	0%
Number of grantee responses	38	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Technical assistance supports and resources

Table B.10. Percentage of grantees that reported using the Community Schools Forward costing tool at any point since the Fiscal Year 2022 Full-Service Community Schools grant was awarded

Response category	Number of grantees	Percentage of grantees
Yes	1	3%
No	36	97%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table B.11. Reasons why grantees reported not using the Community Schools Forward costing tool

Response category	Number of grantees	Percentage of grantees
Not aware of tool	26	72%
Aware of tool, but did not think it would be useful	1	3%
Aware of tool, but did not align with how we track programs and costs	1	3%
Aware of tool, but not enough time to use it	2	6%
Aware of tool, but have not spent funds yet	4	11%
Other reason (specify)	2	6%
Number of grantee responses	36	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents who had not used the Community Schools Forward costing tool (n = 36). Percentages may not sum to 100 because respondents responded to each item separately.

Table B.12. Percentage of grantees that reported plans to use the Community Schools Forward costing tool at any point in the next two years

Response category	Number of grantees	Percentage of grantees
Yes	7	19%
No	1	3%
Not sure	29	78%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table B.13. Percentage of grantees that reported using the Apex Evaluation Return on Investment app at any point since the grant was awarded

Response category	Number of grantees	Percentage of grantees
Yes	1	3%
No	36	97%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Table B.14. Reasons why grantees reported not using the Apex Evaluation Return on Investment app

Response category	Number of grantees	Percentage of grantees
Not aware of app	27	75%
Aware of app, but did not think it would be useful	0	0%
Aware of app, but did not align with how we track programs and costs	1	3%
Aware of app, but not enough time to use it	1	3%
Aware of app, but have not spent funds yet	3	8%
Other reason (specify)	4	11%
Number of grantee responses	36	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents who had not used the Apex Evaluation Return on Investment app (n = 36). Percentages may not sum to 100 because respondents responded to each item separately.

Table B.15. Percentage of grantees that reported plans to use the Apex Evaluation Return on Investment app at any point in the next two years

Response category	Number of grantees	Percentage of grantees
Yes	6	16%
No	1	3%
Not sure	30	81%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

Funding sources for community school services

Table B.16. Percentage of grantees that reported expecting funds for additional expanded services provided primarily by *school-based staff* will come from the Fiscal Year 2022 Full-Service Community Schools grant during the five-year grant period

Response category	Number of grantees	Percentage of grantees
No funding from FSCS grant, but expected from other sources	2	5%
Some funding from FSCS grant, some expected from other sources	27	73%
All funding expected from FSCS grant	6	16%
No activities expected to be funded in this category	2	5%
Don't know	0	0%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

FSCS = Full-Service Community Schools.

Table B.17. Percentage of grantees that reported expecting funds for additional expanded services provided primarily by *partner organizations* will come from the Fiscal Year 2022 Full-Service Community Schools grant during the five-year grant period

Response category	Number of grantees	Percentage of grantees
No funding from FSCS grant, but expected from other sources	3	8%
Some funding from FSCS grant, some expected from other sources	25	68%
All funding expected from FSCS grant	7	19%
No activities expected to be funded in this category	2	5%
Don't know	0	0%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

FSCS = Full-Service Community Schools.

Table B.18. Percentage of grantees that reported expecting funds for additional development and maintenance of a data system to track service provision will come from the Fiscal Year 2022 Full-Service Community Schools grant during the five-year grant period

Response category	Number of grantees	Percentage of grantees
No funding from FSCS grant, but expected from other sources	7	19%
Some funding from FSCS grant, some expected from other sources	11	30%
All funding expected from FSCS grant	10	27%
No activities expected to be funded in this category	7	19%
Don't know	2	5%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

FSCS = Full-Service Community Schools.

Table B.19. Percentage of grantees that reported expecting funds for additional expanded shared leadership activities and practices will come from the Fiscal Year 2022 Full-Service Community Schools grant during the five-year grant period

Response category	Number of grantees	Percentage of grantees
No funding from FSCS grant, but expected from other sources	3	8%
Some funding from FSCS grant, some expected from other sources	18	49%
All funding expected from FSCS grant	11	30%
No activities expected to be funded in this category	4	11%
Don't know	1	3%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

FSCS = Full-Service Community Schools.

Table B.20. Percentage of grantees that reported expecting funds for additional staff and operations costs for the grantee organization will come from the Fiscal Year 2022 Full-Service Community Schools grant during the five-year grant period

Response category	Number of grantees	Percentage of grantees
No funding from FSCS grant, but expected from other sources	2	5%
Some funding from FSCS grant, some expected from other sources	25	68%
All funding expected from FSCS grant	9	24%
No activities expected to be funded in this category	1	3%
Don't know	0	0%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

FSCS = Full-Service Community Schools.

Table B.21. Percentage of grantees that reported expecting funds for additional community school coordinator costs will come from the Fiscal Year 2022 Full-Service Community Schools grant during the five-year grant period

Response category	Number of grantees	Percentage of grantees
No funding from FSCS grant, but expected from other sources	3	8%
Some funding from FSCS grant, some expected from other sources	16	43%
All funding expected from FSCS grant	18	49%
No activities expected to be funded in this category	0	0%
Don't know	0	0%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

FSCS = Full-Service Community Schools.

Table B.22. Percentage of grantees that reported expecting funds for additional professional development for school-based staff will come from the Fiscal Year 2022 Full-Service Community Schools grant during the five-year grant period

Response category	Number of grantees	Percentage of grantees
No funding from FSCS grant, but expected from other sources	2	5%
Some funding from FSCS grant, some expected from other sources	25	68%
All funding expected from FSCS grant	10	27%
No activities expected to be funded in this category	0	0%
Don't know	0	0%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

FSCS = Full-Service Community Schools.

Table B.23. Percentage of grantees that reported expecting funds for additional community-connected classroom instruction costs will come from the Fiscal Year 2022 Full-Service Community Schools grant during the five-year grant period

Response category	Number of grantees	Percentage of grantees
No funding from FSCS grant, but expected from other sources	3	8%
Some funding from FSCS grant, some expected from other sources	19	51%
All funding expected from FSCS grant	6	16%
No activities expected to be funded in this category	6	16%
Don't know	3	8%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

FSCS = Full-Service Community Schools.

Table B.24. Percentage of grantees that reported expecting funds for additional supports for groups of community schools will come from the Fiscal Year 2022 Full-Service Community Schools grant during the five-year grant period

Response category	Number of grantees	Percentage of grantees
No funding from FSCS grant, but expected from other sources	4	11%
Some funding from FSCS grant, some expected from other sources	16	43%
All funding expected from FSCS grant	4	11%
No activities expected to be funded in this category	10	27%
Don't know	3	8%
Number of grantee responses	37	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents (n = 39). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.

FSCS = Full-Service Community Schools.

Table B.25. Reasons why grantees reported “don’t know” for one or more questions when asked about their expected funding sources for certain services or activities

Response category	Number of grantees	Percentage of grantees
I know how to gather or access the funding information, but I would need additional time to do it	1	17%
I do not know how to gather or access the funding information, but know somebody else who can	0	0%
I do not know how to gather or access the funding information, and do not know anyone else who can	0	0%
I do not think the funding information is or will be available	0	0%
I do not know if the grant expects to fund activities under this category	5	83%
Other reason (specify)	1	17%
Number of grantee responses	6	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents who had responded “don’t know” when asked about expected funding sources (n = 6). Grantee responses do not sum to 6, and percentages do not sum to 100 because respondents responded to each item separately.

Table B.26. Percentage of grantees that reported they could estimate the percentage of total funding that comes from the Fiscal Year 2022 Full-Service Community Schools grant in cases where a service or activity had more than one funding source

Response category	Number of grantees	Percentage of grantees
Yes	16	47%
Yes, for some categories	13	38%
Not sure	5	15%
No	0	0%
Number of grantee responses	34	

Source: Survey of fiscal year 2022 Full-Service Community Schools grantees.

Note: The sample for this table includes all Fiscal Year 2022 Full-Service Community School grantee survey respondents who anticipate a mix of funding to implement community school activities (n = 35). The number of grantee responses differs from the sample because some grantees didn't respond to this question on the survey.