



FULL-SERVICE COMMUNITY SCHOOLS

PRE-APPLICATION WEBINAR

(MARCH, 2019)



Note: These slides are intended as guidance only. Please refer to the official documents published in the *Federal Register*.

AGENDA

- Purpose
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 - Cost Sharing or Matching
 - Planning
 - Absolute Priority
 - Competitive Preference Priorities
 - Eligible Services
 - Q&A
 - Requirements
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- Objectives and Performance Measures
 - Q&A
 - Application Components
 - Application Submission: How to Apply
 - Peer Review Process
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PURPOSE

PROGRAM OVERVIEW

- Full-Service Community Schools (FSCS):
 - Authorized under Sections 4621-23 and 4625 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA).
 - Encourages coordination of academic, social, and health services through partnerships between:
 - (1) public elementary and secondary schools;
 - (2) the schools' local educational agencies (LEAs); and
 - (3) community-based organizations, non-profit organizations, and public or private entities.

PURPOSE

DEFINITION OF FSCS

- To provide support for the planning, implementation, and operation of full-service community schools that improve the coordination and integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools, including high-poverty rural schools.

ELIGIBLE APPLICANTS

- Applicant must be part of a consortium of:
 - 1) 1 or more local education agencies; or the Bureau of Indian Education; AND
 - 2) 1 or more community-based organizations, nonprofit organizations, or other public or private entities

- Consortium must comply with the provisions governing group applications in EDGAR



DEFINITION OF LOCAL EDUCATION AGENCY

- Local Educational agency (LEA) means:

(a) In General. A public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.



ELIGIBLE APPLICANTS

GROUP APPLICATIONS

- Members must designate one member of the group to apply for the grant or establish a separate, eligible legal entity to apply.
- The members of the group must enter into an agreement detailing the activities that each member of the group plans to perform and binds each member of the group to every statement and assurance made in the application.
- The agreement must be included in the application.

ELIGIBLE APPLICANTS

LEGAL RESPONSIBILITIES (75.1 29)

- The applicant for the group is the grantee and is legally responsible for:
 - The use of all grant funds.
 - Ensuring that the project is carried out by the group in accordance with Federal requirements.
 - Ensuring that indirect cost funds are determined as required under Sec. 75.564(e).

ELIGIBLE APPLICANTS

LEGAL RESPONSIBILITIES (§75.129)

- With regards to group applications, each member of the group is legally responsible to:
 - Carry out the activities it agrees to perform; and
 - Use the funds that it receives under the agreement in accordance with Federal requirements that apply to the grant.

ELIGIBLE APPLICANTS

NONPROFIT STATUS (§75.51)

- Any of the following document nonprofit status:
 - IRS recognition under section 501(c)(3) of the Internal Revenue Code;
 - A statement from a State taxing body or the State attorney general certifying nonprofit operating status within the State;
 - A certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant; or
 - Any of the above if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.



AWARD INFORMATION

- Estimated available funds: \$ 4.1M
- Estimated award range: \$275,000 - \$500,000 per year
- Estimated number of awards: 8
- Project period: up to 5 years
- Maximum award: \$500,000 per year

Program Type: Discretionary/Competitive Grants

Program Office: Office of Elementary and Secondary Education (OESE)



COST SHARING/ MATCHING

- A portion of the services provided by the applicant must be supported through non-Federal contributions, either in cash or in-kind donations. The applicant must propose the amount of cash or in-kind resources to be contributed for each year of the grant.
 - * The Secretary shall not consider the ability of an eligible entity to match funds when determining which applicants which will receive grants under this subpart.



PLANNING

- Applicants under this program may not use more than 10 percent of the total amount of grant funds for planning purposes during the first year of the grant. Funding received by grantees during the remainder of the project period must be devoted to program implementation.

GRANT PRIORITIES

- There is one absolute priority and four competitive preferences
- The absolute priority is from section 4625(b)(1)(A) of the ESEA.
- The competitive preference priorities are from sections 4625(b)(1)(B), 4625(b)(2), 4625(b)(3), and 8101(21)(A)(i) of the ESEA and 34 CFR 75.226(c).



ABSOLUTE PRIORITY

- Projects that will serve a minimum of two or more full-service community schools.
 - To meet this priority, an applicant must propose a project that will serve a minimum of two more more full-service community schools eligible for a school-wide program (as defined in this notice) under section 1114(b) of ESEA as part of a community or district-wide strategy.

COMPETITIVE PREFERENCE PRIORITIES

- Rural Districts-Small and Rural or Rural and Low-Income.
(0 or 2 points).
- Broadly Representative Consortiums. (0 or 1 point).
- History of Effectiveness. (0 or 1 point).
- Evidence-Based Activities, Strategies, or Interventions.
(0 or 5 points).

COMPETITIVE PREFERENCE PRIORITY 1

- Rural Districts-Small and Rural or Rural and Low-Income.
(0 or 2 points).
- The Secretary gives priority to applicants that include an LEA that is currently eligible under the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program.
- Applicants may determine whether a particular LEA is eligible for these programs by referring to information on the following Department websites: for the SRSA program,
- <https://www2.ed.gov/programs/reapsrsa/eligibility.html>
and for the RLIS program,
- <https://www2.ed.gov/programs/reaprlisp/eligibility.html>
- Note: An LEA includes a public charter school that operates as an LEA.



SMALL, RURAL SCHOOL ACHIEVEMENT PROGRAM

An LEA is eligible for an SRSA award if:

- The total number of students in average daily attendance at all of the schools served by the LEA is fewer than 600; **OR**
- Each county in which a school served by the LEA is located has a total population density of fewer than 10 people per square mile; **AND**
- All of the schools served by the LEA are designated with a school locale code of 41, 42, or 43, as determined by the Secretary of Education; **OR**
- The LEA is located in an area determined to be “rural” by a governmental agency of the State



RURAL AND LOW-INCOME SCHOOL PROGRAM

An LEA is eligible for an RLIS award if:

- Twenty percent or more of the children ages 5 through 17 years served by the LEA are from families with incomes below poverty; and
- All of the schools served by the LEA are designated with a school locale code of 32, 33, 41, 42, or 43.



COMPETITIVE PREFERENCE PRIORITY 2

- Broadly Representative Consortia. (0 or 1 point).
- The Secretary gives priority to an applicant that demonstrates that it is a consortium comprised of a broad representation of stakeholders.



COMPETITIVE PREFERENCE PRIORITY 3

- History of Effectiveness. (0 or 1 point).
- The Secretary gives priority to an applicant that demonstrates that it is a consortium with a history of effectiveness.

COMPETITIVE PREFERENCE PRIORITY 4

- Evidence-Based Activities, Strategies, or Interventions.
(0 or 5 points).
- The Secretary gives priority to an application that is supported by promising evidence (as defined in this notice).

DEFINITION OF PROMISING EVIDENCE

- Promising evidence means that there is evidence of the effectiveness of a key project component in improving a relevant outcome, based on a relevant finding from one of the following: (a) A practice guide prepared by WWC reporting a “strong evidence base” or “moderate evidence base” for the corresponding practice guide recommendation; (b) An intervention report prepared by the WWC reporting a “positive effect” or “potentially positive effect” on a relevant outcome with no reporting of a “negative effect” or “potentially negative effect” on a relevant outcome; or



DEFINITION OF PROMISING EVIDENCE

- (c) A single study assessed by the Department, as appropriate, that—(i) Is an experimental study, a quasi-experimental design study, or a well-designed and well-implemented correlational study with statistical controls for selection bias (e.g., a study using regression methods to account for differences between a treatment group and a comparison group); and (ii) Includes at least one statistically significant and positive (i.e., favorable) effect on a relevant outcome.



ELIGIBLE SERVICES

- Early childhood education.
- School and out-of-school-time.
- Support for a child's transition to elementary, and secondary education to postsecondary education.
- Family and community engagement.
- Postsecondary and workforce readiness.
- Community-based support for students who have attended the schools in the area served by the pipeline.
- Social, health, nutrition and mental health services/supports.
- Juvenile crime prevention and rehabilitation programs.

REQUIREMENTS

1. A description of the needs of the eligible entity.
2. A memorandum of understanding among all partner entities in the eligible entity that will assist in the eligible entity to coordinate and provide pipeline services and that describes the roles the partner entities will assume.
3. A description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full-service community schools.
4. A comprehensive plan that includes descriptions of the following:
 - (a) The student, family and school community to be served including demographic information.

REQUIREMENTS

(b) A needs assessment that identifies the academic, physical, non-academic, health and mental health, and other needs of the students, families, and community residents.

(c) Annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program

(d) Pipeline services, including existing and additional pipeline services to be coordinated and provided by the eligible entity and its partner entities

REQUIREMENTS

(e) Plans to ensure that each full-service community school site has a full-time coordinator of pipeline services at such school, including a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, or delivering pipeline services, and plans for joint utilization and management of school facilities.

(f) Plans for annual evaluation based upon attainment of the performance objectives and outcomes

(g) Plans for sustaining the progress and services described in this subsection.

REQUIREMENTS

5. An assurance that the eligible entity and its partner entities will focus services on schools eligible for a schoolwide program.

SELECTION CRITERIA

- Quality of the Project Design (Up to 15 points)
- Quality of Project Services (Up to 25 points)
- Adequacy of Resources (Up to 15 points)
- Quality of Management Plan (Up to 20 points)
- Quality of Project Evaluation (Up to 25 points)

SELECTION CRITERIA

QUALITY OF THE PROJECT DESIGN (UP TO 15 POINTS)

- In determining the quality of the design of the proposed project, the Secretary considers:
 - The extent to which the goals, objectives and outcomes to be achieved by the proposed project are clearly specified and measurable;
 - The extent to which the design of the proposed project is appropriate to, and will successfully address the needs of the target population or other identified needs.

SELECTION CRITERIA

QUALITY OF PROJECT SERVICES (UP TO 25 POINTS)

- The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.
- The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of the project services.
- The likely impact of the services to be provided by the proposed project on the intended recipients of those services.



SELECTION CRITERIA

ADEQUACY OF RESOURCES (UP TO 15 POINTS)

- The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.
- The extent to which costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.

SELECTION CRITERIA

QUALITY OF MANAGEMENT PLAN (UP TO 20 POINTS)

- The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.
- The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.



SELECTION CRITERIA

QUALITY OF PROJECT EVALUATION (UP TO 25 POINTS)

- The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives and outcomes of the proposed project.
- The extent to which the methods of evaluation include the use of objectives performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

PROGRAM PERFORMANCE MEASURE

GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

- The percentage of individuals targeted for services who receive services during each year of the project period increases annually.



APPLICATION COMPONENTS

- Abstract Narrative (one page, single-spaced)
- Project Narrative (recommended maximum 150 pages, double-spaced)
- Budget Narrative
- Appendices
- Resumes of Key Personnel
- Memorandum of Understanding (recommended maximum 10 pages, double-spaced)
- Documentation of match
- Required Forms and Assurances



HOW TO APPLY

GRANTS.GOV

- Applications for grants under this program must be submitted electronically using the Grants.gov.
- You must complete the electronic submission of your grant application by 11:59:59 p.m., Washington, DC time, on the application deadline date.
- We strongly recommend that you do not wait until the application deadline date to begin the application process.



HOW TO APPLY

GRANTS.GOV (CON'T)

- Register and submit early
- Use the application checklist
- Verify submission is OK
- For more information about Grants.gov, please refer to the instructions in the FSCS Application Package or <http://www.grants.gov/web/grants/home.html>



HOW TO APPLY

DUNS & TIN NUMBERS

- Data Universal Numbering System Number, Taxpayer Identification Number, and System for Award Management Registry: To do business with the Department of Education, you must—
 - a. Have a Data Universal Numbering System (DUNS) number and a Taxpayer Identification Number (TIN);
 - b. Register both your DUNS number and TIN with the System for Award Management (SAM) (formerly the Central Contractor Registry (CCR)), the Government's primary registrant database;



HOW TO APPLY

DUNS & TIN NUMBERS (CON'T)

- c. Provide your DUNS number and TIN on your application; and
 - d. Maintain an active SAM registration with current information while your application is under review by the Department and, if you are awarded a grant, during the project period.
- You can obtain a DUNS number from Dun and Bradstreet. A DUNS number can be created within one-to-two business days.

HOW TO APPLY

DUNS & TIN NUMBERS (CON'T)

- If you are a corporate entity, agency, institution, or organization, you can obtain a TIN from the Internal Revenue Service. If you are an individual, you can obtain a TIN from the Internal Revenue Service or the Social Security Administration.
- If you need a new TIN, please allow 2–5 weeks for your TIN to become active.



HOW TO APPLY

SAM

- SAM registration process can take approximately seven business days (but may take upwards of several weeks)
 - Allow sufficient time to obtain and register your DUNS number and TIN.
- We strongly recommend that you register early.
- Once your SAM registration is active, you will need to allow 24 to 48 hours for the information to be available in Grants.gov and before you can submit an application through Grants.gov.

HOW TO APPLY

SAM (CON'T)

- If you are currently registered with SAM, you may not need to make any changes.
- Make certain that the TIN associated with your DUNS number is correct.
- Update your registration annually (3-4 business days)
- Information about SAM is available at www.SAM.gov.



HOW TO APPLY

SAM (CON'T)

- To further assist you with obtaining and registering your DUNS number and TIN in SAM or updating your existing SAM account, we have prepared a SAM.gov Tip Sheet, which you can find at: <http://www2.ed.gov/fund/grant/apply/sam-faqs.html>.

HOW TO APPLY

SUBMITTING YOUR APPLICATION

- If you are submitting your application via Grants.gov, you must:
 - A. Be designated by your organization as an Authorized Organization Representative (AOR); and
 - B. Register yourself with Grants.gov as an AOR. Details on these steps are outlined at the following Grants.gov Web page:
[http:// www.grants.gov/web/grants/register.html](http://www.grants.gov/web/grants/register.html).



PEER REVIEW PROCESS

- The Call for Peer Reviewers seeks individuals with expertise in community and youth development, education reform & policy, strategic planning & partnerships, and program evaluation.
- Reviewers will read, prepare a written evaluation, and score the applications assigned to their panel using the selection criteria.
- The Department will prepare a rank order of applications based on the evaluation of their quality by the peer reviewers according to the selection criteria.



IMPORTANT DATES

- Intent to Apply: March 18th
- Applications Due: April 15th
- All Grant Awards Announced: August 2019

OTHER IMPORTANT RESOURCES

- Full-Service Community Schools Website:
 - <https://innovation.ed.gov/what-we-do/parental-options/full-service-community-schools-program-fscs/>
Federal Register Notice Inviting Applications
- Application Package (includes the Notice Inviting Applications)
- Pre-Application Meeting Resources
- Call for Peer Reviewers

CONTACT INFORMATION

- For further information regarding the FSCS program:
 - Email: fscs@ed.gov
 - Program website: <https://innovation.ed.gov/what-we-do/parental-options/full-service-community-schools-program-fscs/>



THANK YOU



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