

Full-Service Community Schools (FSCS) Program



FY2022 Grant Competition Brief Overview



This document is a brief summary of the FSCS program regulations and application requirements. Do not rely solely on the information in this document for guidance. Please refer to the Notice Inviting Applications (NIA) and the program regulations published in the Federal Register for additional information, as these are the official documents governing the competition.



Overview of FY 22 FSCS Funding Opportunity

Funding available for new awards	~\$68,000,000
Estimated # of applications across APs	~250
Estimated # awards	~40

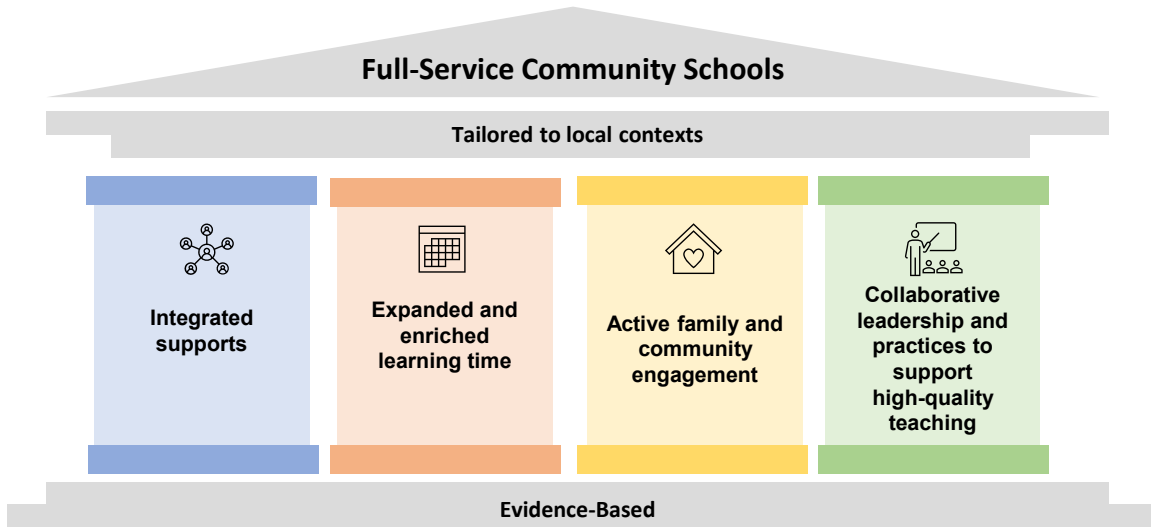
APPLICANTS MUST ADDRESS EITHER AP 1 OR AP2 PLUS ONE OF THE FOLLOWING APs: AP 3, 4, and 5.

Absolute priority (AP) 1 OR AP2	AP1: Title IA Schoolwide Program Eligibility AP2: Title IA Schoolwide Eligibility <u>AND</u> Rural Districts – Small and Rural or Rural and Low-Income		
PLUS ONE OF THE FOLLOWING: AP 3, AP 4, or AP 5	AP3: Capacity Building and Development Grants	AP4: Multi-LEA Grants (minimum of 2 LEAs)	AP5: FSCS State Scaling Grants (# and % of LEAs in State TBD by applicant and SEA)
Maximum Award	\$500K/year; \$2.5M/full project period	\$3M/year; \$15M/full project period	\$10M/year; \$50M/full project period
Applicant/eligible entity	One or more LEAs or BIE, plus one or more CBO or other public or private entity	Same + at least 2 LEAs	Same + number / percentage of LEAs and partnership with SEA
Project period	Up to 5 years	Up to 5 years	Up to 5 years with commitment to sustain beyond 2 years after term of grant
Planning period	Up to 10% of total award for planning in year 1	Same	Same
Minimum number of schools	2	2 per LEA, with exception of LEAs that oversee a single school	TBD – based on number of LEAs, minimum of 2 per LEA, with exception of LEAs that oversee a single school
Preliminary MOU	Required	Required	Must include SEA and State Steering Committee
Selection Criteria	Need Project Design Project Services Adequacy of Resources Management Plan Evaluation	Same	Same + Strategy to Scale
Competitive preference priorities (CPPs)	CPP1: Meeting Student Social Emotional, and Academic Needs (up to 5 points) CPP2: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change (up to 5 points)		





Pillars of Full-Service Community Schools



Integrated student supports that provide in- and out-of-school support for students, address well-being, and address out-of-school barriers to learning through partnerships with social and health service agencies, including mental and behavioral health agencies and providers, and coordinated by a community school coordinator, which may include—

- Medical, dental, vision care, and mental and behavioral health services, including mental health literacy for students and staff, and trauma-informed services to prevent, intervene, and mitigate adverse childhood experiences (ACEs); and
- Individuals to assist with housing, transportation, nutrition, citizenship preparation, or criminal justice issues and other services.

Expanded and enriched learning time and opportunities, through evidence-based, 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—

- May emphasize real-world project-based learning where students can apply their learning to contexts that are relevant and engaging; and
- 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 and homework help, and recreational programs that enhance and are consistent with the school's curriculum.

Active family and community engagement that—

- Brings 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;
- Makes the community school a hub for services, activities, and programs, for students, families, and members of the neighborhood that the community school serves;
- Provides adults with desired educational and employment opportunities and other supportive services; and
- Provides centralized supports for families and communities in community schools, which may include 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 that build a culture of professional learning, collective trust, and shared responsibility for each community school using strategies that—

- At a minimum, include a school-based leadership team with representation of student, parent and family leaders and a community voice; a community school coordinator; and a community-wide leadership team; and
- May include other leadership or governance teams, community school steering committees, or other community coalitions, educator learning communities, and other staff to manage the multiple, complex joint work of school and community organizations.


















Evaluation Requirements and Indicators



Section 4625(a)(4)(c) of ESEA: An applicant must commit to supplying **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, in order to ensure that children are prepared for kindergarten; achieving academically; and safe, healthy, and supported by engaged parents.

In addition to providing the information and assurances required by Section 4625(a)(4)(F) of the ESEA, an applicant must commit to an **independent evaluation** that includes a design and implementation evaluation that will, at a minimum:

- (1) include annual evaluations of progress achieved with the grant;
- (2) be used to refine and improve activities carried out through the grant;
- (3) collect and report data that **includes, but is not limited to, the indicators listed below**; and
- (4) make results of the evaluation publicly available.

Required Indicators			
	student chronic absenteeism rates;		graduation rates;
	student discipline rates, including suspensions and expulsions;		changes in school spending information
	school climate information, which may come from student, parent, or teacher surveys;		collaborative leadership and practice strategies, which may include building the capacity of educators, principals, other school leaders, and
	provision of integrated student supports and stakeholder services;		regularly convening or engaging all initiative-level partners, such as LEA representatives, city or county officials, children's and youth's cabinets, nonprofit service providers, public housing agencies, and advocates;
	expanded and enriched learning time and opportunities;		regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement; and
	family and community engagement efforts and impact;		organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment
	information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, rates of teacher turnover, and teacher experience;		





FAQs & Resources

? Common Questions

Where can I get more information?

The FSCS Program Website!

The link is [here](#), and below. The program website includes a wealth of information and resources, including technical assistance and recordings of webinars.

Who is eligible to apply?

Section 4622(1)(B) of the ESEA establishes eligible applicants as a consortium of:

- 1 or more LEAs, or the Bureau of Indian Education; and
- 1 or more community-based organizations, nonprofit organizations, or other public or private entities

What is the timeline for the FSCS competition?

Applications Available: July 13, 2022.

Deadline for Notice of Intent to Apply: August 12, 2022.

Deadline for Transmittal of Applications: September 12, 2022.

Deadline for Intergovernmental Review: November 10, 2022.



Resources & Contact



[Program Website](#)



[Notice Inviting Applications \(NIA\)](#)

Point of Contact:

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