

Full-Service Community Schools FY 2022 Notice Inviting Applications

Office of Elementary & Secondary
Education (OESE)

School Choice and Improvement
Program (SCIP)



Overview

- Authorization, Purpose of Program, and Eligibility
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- Absolute Priorities
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Full-Service Community Schools (FSCS) Program

Authorization, Purpose, & Definition

Authorized by sections 4621-4623 and 4625 of ESEA

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

Full-service community school means a public elementary school or secondary school that—

(a) Participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community-based organizations and public and private partnerships; and

(b) Provides access to such services in school to students, families, and the community, such as access during the school year (including before- and after-school hours and weekends), as well as during the summer.

Background

FY 2010 - 2020

\$150 mil funding

84 grants

\$500k per year
for 5 years

GPRM measure +
local evaluation

Authorized by
ESEA (2015)

Increase in
evidence of
effectiveness

FY 2022 Rulemaking

Jan 2022 Notice
of Proposed
Priorities

Feb 2022 Public
Comments

June 2022
Notice of Final
Priorities

FY 2022 NIA

\$75 mil funding

~40 grants

Multiple slates
ranging from
\$500k - \$10 mil
per year for 5
years

GPRM measure +
independent
local evaluation
+ 13 indicators

Pillars of full-
service
community
schools

AP1: Title IA Schoolwide Program Eligibility

AP3: Capacity
Building and
Development
Grants

AP4: Multi-
Local
Educational
Agency
Grants

AP5: FSCS
State Scaling
Grants

Absolute
Priorities (APs)

Under 34 CFR 75.105(c)(3) we consider only applications that meet AP1 or AP2 and one additional absolute priority (AP3, AP4, or AP5).

AP1: Title IA Schoolwide Program Eligibility

To meet this priority, applicants must propose to serve a minimum of two or more full-service community schools eligible for a schoolwide program under section 1114(b) of the ESEA, as part of a community- or district-wide strategy.

Absolute Priorities (APs)

AP2: Title IA Schoolwide Program Eligibility & Rural Districts – Small and Rural or Rural and Low-Income

AP3: Capacity Building and Development Grants

AP4: Multi-Local Educational Agency Grants

AP5: FSCS State Scaling Grants

Under 34 CFR 75.105(c)(3) we consider only applications that meet AP1 or AP2 and one additional absolute priority (AP3, AP4, or AP5).

AP2: Title IA Schoolwide Program Eligibility & Rural Districts – Small and Rural or Rural and Low-Income

To meet this priority, applicants must propose to serve:

- (1) a minimum of two or more full-service community schools eligible for a schoolwide program under section 1114(b) of the ESEA, as part of a community- or district-wide strategy;
and
- (2) Include an LEA that satisfies the requirements of the Small Rural Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program.

AP1: Title IA Schoolwide Program Eligibility

AP3: Capacity Building and Development Grants

AP4: Multi-Local Educational Agency Grants

AP5: FSCS State Scaling Grants

AP1 & AP3; AP1 & AP4; or AP1 & AP5

AP2 & AP3; AP2 & AP4; or AP2 & AP5

AP2: Title IA Schoolwide Program Eligibility & Rural Districts – Small and Rural or Rural and Low-Income

AP3: Capacity Building and Development Grants

AP4: Multi-Local Educational Agency Grants

AP5: FSCS State Scaling Grants

AP3: Capacity Building and Development Grants

- Conduct initial development and coordination activities, including extensive community engagement, that leverage the findings of their needs assessment—which may be completed during or before the grant period—to develop the infrastructure, activities, and partnerships to implement full-service community schools in two or more schools and
- Gather data on performance indicators.

AP4: Multi-Local Educational Agency Grants

- Implement and sustain full-service community schools in two or more LEAs.
- As outlined in section 4622(1)(B) of the ESEA, an eligible entity for any FSCS grant is a consortium of one or more LEAs or the BIE and one or more community-based organizations, nonprofit organizations, or other public or private entities.
- The project must, with the exception of LEAs that oversee a single school, coordinate and provide services at two or more full-service community schools in each LEA.

AP5: FSCS State Scaling Grants

State educational agency

- Written commitment
- Sustain beyond 2 yrs
- In partnership, determine # and % of LEAs

State steering committee

- Identify or establish
- Represent relevant stakeholders
- Authority to make decisions about design, implementation, and evaluation. May include school selection.
- Roles and responsibilities in preliminary MOU.

Note: Eligible applicant for AP5 is consortium of one or more LEAs or the BIE and one or more community-based organizations, nonprofit organizations, or other public or private entities.

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

CPP1: Meeting Student Social, Emotional, and Academic Needs. (up to 5 points)

- Projects that are designed to improve students' social emotional, academic, and career development, with a focus on underserved students, through one or more of the following priority areas:
 - (1) Creating education or work-based settings that are supportive, positive, identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status, through developing trusting relationships between students (including underserved students), educators, families, and community partners.
 - (2) Providing multi-tiered systems of supports that address learning barriers both in and out of the classroom, that enable healthy development and respond to students' needs and which may include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches.
 - (3) Creating and implementing comprehensive schoolwide frameworks (such as small schools or learning communities, advisory systems, or looping educators) that support strong and consistent student and educator relationships.

CPP2: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change. (up to 5 points)

- The Secretary gives priority to projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students in coordinating efforts with Federal, State, or local agencies, or community-based organizations, that support students, to address community violence prevention and intervention.

Application Requirements

1. Description of eligible entity
2. Preliminary MOU
3. Description of capacity of eligible entity
4. Comprehensive plan
5. Assurance that eligible entity and partner entities will focus services on schools eligible for a schoolwide program under section 1114(b) of ESEA

Application Requirement: Preliminary MOU

AP 3, 4 and 5

- A preliminary MOU among all partner entities of the eligible entity, identified at the time of application, that will assist the eligible entity to plan, develop, coordinate, provide, and evaluate pipeline services and that describes the roles and responsibilities that the partners, including the broadly representative consortium, will assume. (4625(a)(2) and FSCS NFP)

AP 5

- Applications submitted under Priority 5 FSCS State Scaling Grants must also include in the preliminary MOU a description of the state steering committee and the SEA's commitment to and partnership in the consortium, including the roles, responsibilities, and commitment of the SEA to the partnership and the scaling of full-service community schools to a percentage of State LEAs implementing schoolwide Title IA programs and where there is a commitment to sustain the program beyond 2 years after the term of the grant. (4625(a)(2) and FSCS NFP)

Application Requirement: Capacity of Eligible Entity

A description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full-service community schools in each of the LEAs included in the application. (4625(a)(3) and FSCS NFP)

Application Requirements: Comprehensive Plan

- A. Student, family, and school community to be served
- B. Needs assessment
- C. Annual measurable performance objectives and outcomes
- D. Pipeline services
- E. Description of pillars of full-service community schools
- F. Plans to ensure that each full-service community school has a full-time coordinator
- G. Plans for an annual evaluation
- H. Plans for sustaining programs and services

Comprehensive Plan: Items A, B and C

A. The student, family, and school community to be served, including demographic information. (4625(a)(4)(A))

AP 3

B. A plan for conducting the needs assessment that identifies the academic, physical, nonacademic, health mental health, and other needs of students, families, and community residents. (4625(a)(4)(B) and NFP)

C. A plan for developing 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--

- (i) Prepared for kindergarten;
- (ii) Achieving academically; and
- (iii) Safe, healthy, and supported by engaged parents. (4625(a)(4)(C) and NFP)

AP 4 and AP 5

B. A needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents. (4625(a)(4)(B))

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, in order to ensure that children are--

- (i) Prepared for kindergarten; (4625(a)(4)(C)(i))
- (ii) Achieving academically; (4625(a)(4)(C)(ii))

and

- (iii) Safe, healthy, and supported by engaged parents. (4625(a)(4)(C)(iii))

Comprehensive Plan: Pipeline Services

AP3

(D) A plan for identifying and developing pipeline services, including existing and additional pipeline services, to be coordinated and provided by the eligible entity and its partner entities, including an explanation of:

- (i) Why such services have been selected;
- (ii) How such services will improve student academic achievement; and
- (iii) How such services will address the annual measurable performance objectives and outcomes established under paragraph (4)(C) of this requirement. (4625(a)(4)(D) and FSCS NFP)

AP4 and AP5

(D) Pipeline services, including existing and additional pipeline services, to be coordinated and provided by the eligible entity and its partner entities, including an explanation of:

- (i) Why such services have been selected;
- (ii) How such services will improve student academic achievement; and
- (iii) How such services will address the annual measurable performance objectives and outcomes established under paragraph (4)(C) of this requirement. (4625(a)(4)(D) and FSCS NFP)

Note: Pipeline services is defined in the NIA Definitions Section.

Comprehensive Plan: Pillars of Full-Service Community Schools

- A description of the pillars of full-service community schools that they have in place or how they will establish these pillars, or how they will implement these pillars with partners, including community-based organizations, and collaborating with school leadership and staff. (FSCS NFP)

Integrated Student
Supports

Expanded and
Enriched Learning
Time and
Opportunities

Active Family and
Community
Engagement

Collaborative
Leadership and
Practices

Pillar 1: Integrated Student Supports

(A) Integrated student supports at a community school 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--

(i) 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

(ii) Individuals to assist with housing, transportation, nutrition, citizenship preparation, or criminal justice issues and other services.

Pillar 2: Expanded and Enriched Learning Time and Opportunities

(B) Expanded and enriched learning time and opportunities, through evidence-based strategies (as defined in this notice), 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 and homework help, and recreational programs that enhance and are consistent with the school's curriculum.

Pillar 3: Active Family and Community Engagement

(C) Active family and community engagement that--

(i) 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;

(ii) Makes the community school a hub for services, activities, and programs, for students, families, and members of the neighborhood that the community school serves;

(iii) Provides adults with desired educational and employment opportunities and other supportive services; and

(iv) 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.

Pillar 4: Collaborative Leadership and Practices

(D) Collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility for each community school using strategies that--

(i) 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

(ii) 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.

Comprehensive Plan: Full-Time Coordinator

(F) 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. (4625(a)(4)(E))

Definition: Full-service community school coordinator means an individual in a full-time position at each community school who serves to plan, integrate, coordinate, and facilitate the delivery of pipeline services at each school. The coordinator may also lead the school and community assessment of needs and assets and identify ways to sustain the services and partnerships beyond the duration of the grant.

Comprehensive Plan: Annual Evaluation

Plans for an annual evaluation based upon attainment of the performance objectives and outcomes described in paragraph (4)(C) of this requirement.

An applicant must, in addition to providing the information and assurances required by Section 4625(a)(4)(F) of the ESEA, 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 following indicators (next slide); and (4) make results of the evaluation publicly available. (FSCS NFP)

Annual Evaluation Indicators

Quantitative Indicators

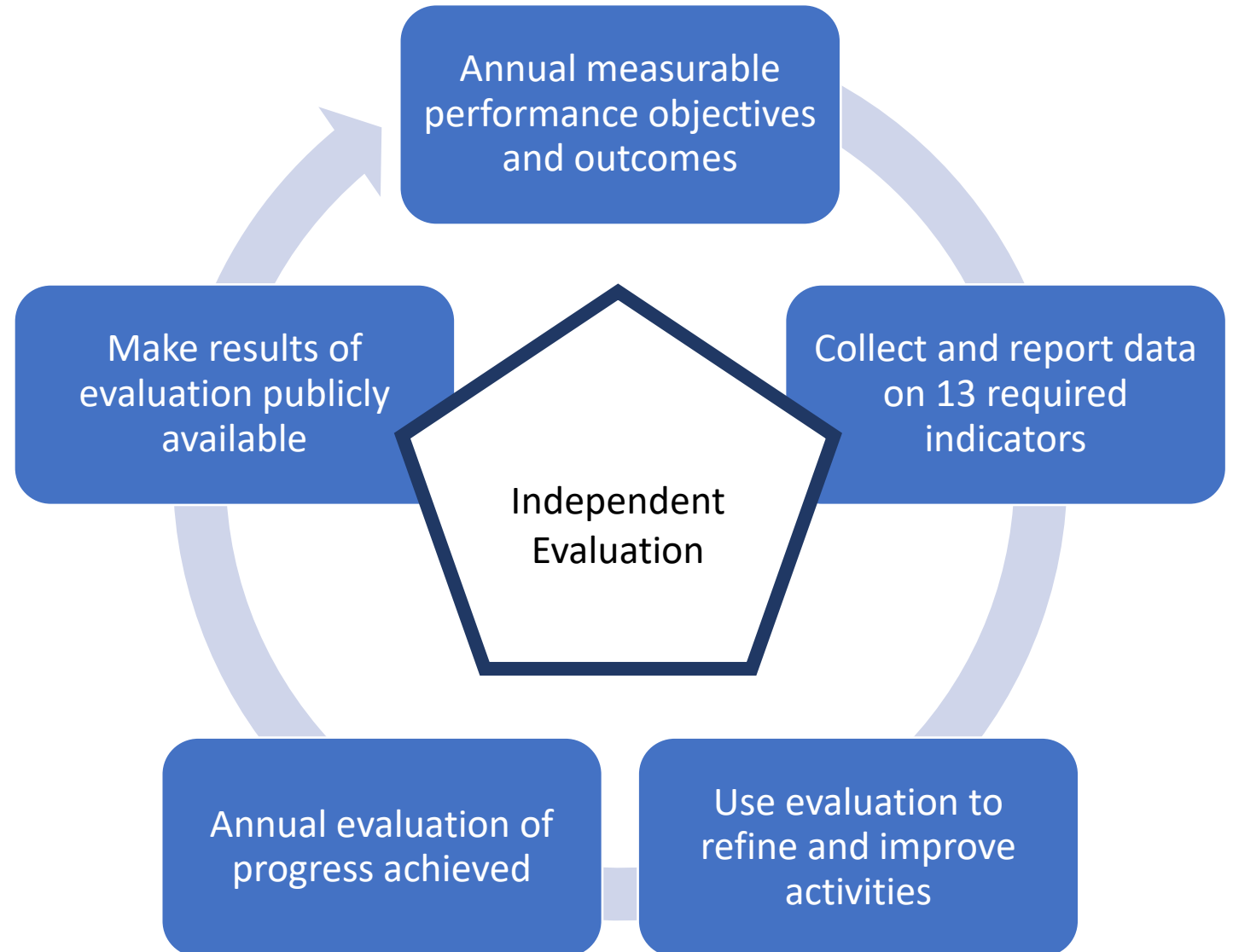
- Student chronic absenteeism rates;
- Student discipline rates, including suspensions and expulsions;
- School climate information, which may come from student, parent, or teacher surveys;
- Provision of integrated student supports and stakeholder services;
- Expanded and enriched learning time and opportunities;
- Family and community engagement efforts and impact;
- 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;
- Graduation rates;

- Changes in school spending information
- Collaborative leadership and practice strategies, which may include building the capacity of educators, principals, other school leaders, and other staff to lead collaborative school improvement structures, such as professional learning communities;
- 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;
- Regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement; and
- Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment

Qualitative Indicators

FSCS Measures, Indicators, and Evaluation

FSCS program measure: Increase in the # and % of families and students targeted for services each year (in order to ensure children are prepared for kindergarten; achieving academically; and safe, healthy, and supported by engaged parents).



Comprehensive Plan and Application Requirement

Comprehensive Plan: Sustaining Programs and Services

(H) Plans for sustaining the programs and services described in section 4624(a) of the ESEA after the grant period. (4625(a)(4)(G))

Application Requirement: Assurance

(5) An assurance that the eligible entity and its partner entities will focus services on schools eligible for a schoolwide program under section 1114(b). (4625(a)(5))

Program Requirements

1. Matching funds

2. Use of funds

A. Not more than 10% of total amount for planning purposes during first year of grant

B. Use grant funds

i. Coordinate not less than 3 existing pipeline services and provide no less than 2 additional services at 2 or more public elementary or secondary schools

ii. Integrate multiple pipeline services at 2 or more public elementary or secondary schools. Under AP4 and 5, integrate pipeline services at 2 or more schools in each LEA

iii. If applicable, coordinate and integrate services provided by community-based organizations and government agencies

3. Evaluation

A. Annual evaluation of progress achieved

B. Use of evaluation to refine and improve

C. Make results publicly available

4. Final MOU

Definitions

- The 2022 FSCA NIA includes 32 definitions.
- The Notice of Final Priority established four new definitions:
 1. Broadly representative consortium;
 2. Full-service community school coordinator;
 3. History of effectiveness; and
 4. Pillars of full-service community school.

Selection Criteria

Need for project

Quality of project design

Quality of project services

Adequacy of resources

Quality of management plan

Quality of project evaluation

AP5 only: Strategy to scale

Selection Criteria: Need for Project

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the extent to which the proposed project will provide support, resources, and services; close gaps in educational opportunity; or otherwise address the needs of the targeted population, including addressing the needs of underserved populations most impacted by the issue, challenge, or opportunity to be addressed by the proposed project. (FSCS NFP)

Selection Criteria: Quality of Project Design

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature and includes a high-quality plan for project implementation integrating the four pillars of full-service community schools and the use of appropriate evaluation methods to ensure successful achievement of project objectives. (FSCS NFP)

Selection Criteria: Quality of Project Services

The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of project services, the Secretary considers the extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership. (FSCS NFP)

Selection Criteria: Adequacy of Resources

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the extent to which the grantee has plans for a full-time coordinator at each school, including a plan to sustain the position beyond the grant period and a description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services at each school. (FSCS NFP)

Selection Criteria: Quality of Management Plan

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- (A) The extent to which the grantee has, or demonstrates a strong plan to have, a broadly representative consortium that reflects the needs of the community and its stakeholders, and a description of the roles and responsibilities of the broadly representative consortium outlined in the required preliminary MOU. (FSCS NFP)
- (B) The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families. (FSCS NFP)
- (C) 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. (34 CFR 75.210)

Selection Criteria: Quality of Project Evaluation

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors--

- (A) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (34 CFR 75.210)
- (B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (34 CFR 75.210)
- (C) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. (34 CFR 75.210)

Selection Criteria: Strategy to Scale (AP5 only)

The Secretary considers the applicant's strategy to scale the proposed project. In determining the applicant's capacity to scale the proposed project, the Secretary considers the extent to which the applicant demonstrates its commitment and strategy to scale full-service community schools at the statewide level.

In determining the applicant's capacity to scale the proposed project, the Secretary considers the number and percentage of LEAs, and the number and percentage of schools within each LEA, the applicant, the SEA, and other partners propose to serve, the applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to further develop, implement, bring to scale, and sustain additional full-service community schools in multiple LEAs, and the applicant's capacity to work with others, including the broadly representative consortium and the state steering committee, to ensure that the proposed process, products, strategies, or practices can be further developed and brought to scale, based on the regular findings of the proposed project and its independent evaluation. (FSCS NFP)

Full-Service Community Schools (FSCS) Program

Eligibility

Eligible applicants: A consortium of (a)(i) One or more LEAs; or (ii) The Bureau of Indian Education; and (b) One or more community-based organizations, nonprofit organizations, or other public or private entities.

Cost Sharing or Matching: To be eligible for an award, an applicant shall provide matching funds 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 BIE may meet the matching requirement using funds from other Federal sources.

Supplement not Supplant: Grantees must use FSCS grant funds to supplement, and not supplant, any other Federal, State, and local funds that would otherwise have been available to carry out activities authorized under section 4625 of the ESEA.

Indirect Cost Rate Information: This program uses a restricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see www2.ed.gov/about/offices/list/ocfo/intro.html.

Administrative Cost Limitations: This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to Cost Principles described in 2 CFR part 200 subpart E of the Uniform Guidance.

Subgrantees: A grantee under this competition may not award subgrants to entities to directly carry out project activities described in its application.

Submission of Applications

Follow Common Instructions for Applicants to Department of Education Discretionary Grant Programs.

Submission of Proprietary Information

Recommended Page Limit and Formatting

Deadline for notice of intent to apply will be 30 days after the Notice Inviting Applications is published.

Deadline for submission of application is 60 days after the Notice Inviting Applications is published.

Awards made by December 30, 2022.

Review of Applications

Preliminary eligibility review

Peer review

Budget and risk review

Grant awards (by December 30, 2022)

Reviewer comments shared with all applicants

Pre-Application Resources and Technical Assistance

AP3 Capacity Building and Development Grants
Presentation

AP4 Multi-Local Educational Agency Grants
Presentation

AP5 FSCS State Scaling Grants Presentation

Any additional webinars will be announced on the
FSCS webpage.

Frequently Asked Questions are posted on the FSCS
competition webpage and will be regularly updated.

Contact Information

Program email address: FSCS@ed.gov

Webpage: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/>

Full-Service Community Schools Team

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Thank you!

