FY 2022 Full-Service Community Schools Grant Competition
Pre-Application Technical Assistance
Absolute Priority 3 Capacity Building and Development Grants Overview
Recorded July 13, 2022

S. James Guitard: On behalf of the United States Department of Education, the Office of Elementary and Secondary Education, the School Choice and Improvement Programs, and, specifically, the Full-Service Community School Program, I bring you greetings. My name is [inaudible 00:52:33], and welcome to a special edition webinar concerning the Full-Service Community School FY 2022 Notice Inviting Applications, with a specific focus on Absolute Priority 3, which deals with capacity building and development grants.

As many of you may be aware, the Full-Service Community School funding has exponentially grown. We've grown from approximately over 30 million during last year to approximately about 75 million this year. Subsequently, in light of that significant level of growth, there's also been a variety of different updates, changes, and revisions to certain aspects of the program's purpose and scope. During today's presentation, we'll be focusing on Absolute Priority 3. I highly suggest that you avail yourself to the overall presentations concerning the Full-Service Community School Program that are also being made available to you, as well as it relates to the various other Absolute Priorities.

With that in mind, we're going to begin. So, during the course of today's overview, we'll be covering the Absolute Priority 3, the one, as I said, deals with today's Absolute Priority. We'll be discussing the competitive preference points. We'll look at application requirements, program requirements, selection criteria. What is the process for the submission of applications, as well as pre-application technical assistance and resources.

Now, the first thing that I would like to bring to your attention is the eligibility of applicants and what are the different levels of criteria, which makes an applicant eligible, which you'll notice first that it consists of a consortium of either one or more LEAs, or the Bureau of Indian Education combined with one or more community-based organizations, nonprofit organizations, or other public or private entities. The Absolute Priority 3 awards are up to $500,000 per year. The entire project period is up to five years and is up to 2.5 million in its entirety.

The deadline for notice of intent to apply will be 30 days after the notice inviting applications is published. The notice inviting application was published during that of Tuesday, July the 12th, 2022. The deadline for submission of applications is 60 days after notice inviting the applications is published. Overall, the awards will be made no later than by December 30th, 2022.

Now during the course of today's presentation we'll be focusing upon that of Absolute Priority 3, but it's important to understand that Absolute Priority 3 is just one of several different other Absolute Priorities. What you're seeing currently on the slide is Absolute Priority 3, Absolute Priority 4, and Absolute Priority 5. But you notice there is a overriding Absolute Priority, which is called Title 1A schoolwide programs in eligibility. And what this is basically in the structure of how this slide deck is showing you, is that under 34 CFR 75.105(c)(3), we consider only applications that first meet APA1 or APA2, which you'll see on a different slide deck and one additional of the absolute priorities.

So in order to be eligible for the Absolute Priority 3, you have to also first be eligible for Absolute Priority 1 which deals with Title 1A schoolwide program eligibility, and we'll discuss more in detail what is Title 1A schoolwide program eligibility? What is the criteria to be able to meet that? In other presentations that will be made available via the webinar, you'll find additional information concerning Absolute Priority 4, which deals with multi-local educational agency grants as well as Absolute Priority 5, which deals with state scaling rates. With that in mind, let's first discuss what is Absolute Priority 1 title 1A's schoolwide program eligibility. And the definition is this. To meet this priority, applicants must propose to serve a minimum of two or more full-service community schools eligible for schoolwide programs as defined in this notice under section 1114(b) of ESEA. ESEA stands for the Elementary Secondary Education Act as part of the community- or district-wide strategy.

With that in mind, we'll now turn to that of the other form of Absolute Priority 2. Now, once again, we first discussed Absolute Priority one. So in order to be eligible for Absolute Priority 3, which is Capacity Building Development Grants, there are two overarching absolute priorities that must be met. Either you fall with inside Absolute Priority 1, which we previously discussed, or you would fall underneath the second one, which is Absolute Priority 2. Absolutely Priority 2 is now the one which you'll see on the top category, which deals with rural districts, small rural or rural and low-income. And what you would have to do is you would have to be able to match Absolute Priority 2 in conjunction with Absolute Priority 3, in order to be eligible. Now we are now going to provide the definition for what is Absolute Priority 2. Absolute Priority 2, in order to meet this priority, applicants must propose to serve a minimum of two or more full-service community schools eligible with schoolwide programs under section 1114 (b) of ESEA, as part of the community- or district-wide strategy, which is what you previously saw in AP1.

But it also includes a additional category, which is number two. It includes an LEA that satisfies the requirements of the Small Rural Achievement known as SRSA program, or the rural and low-income school RLIS program. So in order to be able to meet the criteria for that of competitive points to receive for Absolute Priority 3, you would have to be able to meet, at minimum, either Absolute Priority 1 combined together, or you would have to do Absolute Priority 2 combined together.

So once again, let's take a look at this in its totality. In order to be able to be eligible for Absolute Priority 3, Capacity Building and Development Grants, you must either meet the overarching Absolute Priority 1, which deals with Title 1A schoolwide program eligibility, or you would have to meet the criteria of Absolute Priority 2, which deals with Title 1A schoolwide program eligibility combined together with rural districts or small and rural low-income.

So these are the two different ways in which you're eligible to be eligible for AP3, either combining AP1 with AP3, or AP2 with AP3. With that in mind, let's continue. Now what actually is AP3? AP3 is Capacity Building and Development Grants. It allows you to conduct initial development and coordination activities, including extensive community engagement. It leverages the findings of their needs assessment, which may be completed during or before the grant period to develop infrastructure, activities, and partnerships to implement those service community school grants in two or more schools, as well as to gather data of performance indicators. With that in mind, having discussed the absolute priorities, now we're going to discuss what we call Competitive Preference Priorities, which are known as CPPs. Now, in this case, we have two key CP competitive preference priorities. One is called CPP1.

That's meeting student's social, emotional, and academic needs, for which a aspiring grantee applicant could receive up to five points. Then there's another competitive preference priority, which is known as competitor preference priority number two, which is strengthening cross-agency coordination and community engagement to advance systemic change. Once again, in this particular competitor preference priority, you would have the opportunity to receive up to an additional five points along with other points that you're eligible for during the general application. Now, what we're going to do is discuss more in detail, whether the criteria for which would allow for you to receive up to five points for a competitive priority preference number one. One, it is that projects that are designed to improve students' social emotional, academic, and career development with a focus on underserved students through one and more of the following priority areas. Creating educational work-based settings that are supportive, positive, identify-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.

In addition, providing multi-tier systems of support that address learning barriers, both in and out of the classroom that enable healthy development and responses to students' needs, which may include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approach. In addition, creating and implementing comprehensive school-wide frameworks, such as small schools or learning communities or advisory systems or looping educators that support strong and consistent student and educator relationships. All of these particular categories are taken into consideration when determining whether or not an applicant may receive up to five additional points for competitive preference priority number 1.

With that in mind, we're now going to turn our attention to competitive preference priority number 2. Now you'll see in this particular case, it is the Secretary gives priority to projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students and coordinating efforts with Federal, State, or local agencies, or community agencies that support students to address community violence, prevention, and intervention. The key aspect of this is the community violence prevention and intervention. Once again, an aspiring applicant could receive up to five additional points. That means that combined together between competitor preference number 1, and competitor preference number 2, there is an opportunity to gain an additional up to 10 points in its totality.

With that in mind, we're now going to discuss the applicant requirements. The applicant requirements have five key components. Description of eligibility entity. A preliminary of the MOU, Memorandum of Understanding. The description of capacity of eligible entity. Four, comprehensive plan. Five, assurances that the eligible entity and partner entities will focus services on schools eligible for a schoolwide program underneath section 1114(b) of ESEA, which we previously had shared with you, is the Elementary Secondary Education Act.

With that in mind, let's walk through each of these five provisions. What is eligible applicants? We discussed this earlier, but we're just providing as a refresher, eligible applicants are a consortium of one or more LEAs, or instead of LEAs, the Bureau of Indian Education, whether it be LEAs or the Bureau Indian Education, it must be combined with one or more community-based organizations, nonprofit organizations, or other public or private entities. You will then provide a description of that eligible entity that matches this particular definition.

With that in mind, we'll now discuss preliminary MOU. Now keep in mind that historically, the Full-Service Community School Program is always required for it to be a MOU, but now what we're doing as a part of the revising of the program, we're requiring that there be a preliminary MOU among all the partner entities of the eligible entity identified at the time of the application that will assist the eligible entity to plan, develop, coordinate, provide, and evaluate pipeline services that describe the roles and responsibilities that the partners, including the broader representative consortium, will assume. Additional information is available as it relates to this via 4625(a)(2) and the Full Service Community School notice.

With that in mind, we're going to now turn to application requirements concerning 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. LEAs mean local education agencies included inside the application.

We'll now turn our attention to what is a comprehensive plan. And what you'll notice here is that a comprehensive plan consists of eight key provisions. We have identified them by alphabet and we'll walk through the different eight key provisions. One is student family and school community reserve. 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 annual evaluation. And H, plans for sustaining programs and services. Each of these are key components of what comprises the comprehensive plan. And we're going to discuss in more detail, each of these key provisions. We'll start off with that of student, family, and school communities to be served. Now, keep in mind that the comprehensive plan that we are about to discuss has a variety of key provisions. So what is student, family, and communities to be served, including demographic information?

So what we want to be able to have is we want to have information that specifically outlines key aspects of who actually is going to be receiving the services via the program. It's important to conduct a needs assessment that identifies some very important key areas, many of which you are very much acquainted with, such as the academic, physical, non-academic, health, mental health, and other needs of students, families, and community residents. We feel this will provide a more comprehensive depiction of that of who potentially could receive the services. A plan is needed for the developing annual measurable performance objectives and outcomes, including and increasing the number of 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 obviously are safe, healthy, and supported by engaged parents. These are the first of the three of the eight key provisions that comprise that of the comprehensive plan.

We'll now move to the subject matter concerning pipelines. Pipelines is a rather extensive aspect of that of what makes up the full-service community program. We're going to go into much greater detail going across to this presentation about what are the specific pipelines themselves. But in general, a pipeline is 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 why set services have been selected, how such services will improve student academic achievement, and how such services will address the annual measurable performance objectives and outcomes established under paragraph (4)(C) of this requirement. Now, with that in mind, let's go over the list of the various forms of pipeline services. What you'll see is that there are eight key pipeline services as part of a continuum of coordinated support services and opportunities for children from birth through entry into success and post-secondary education and career attainment. Such services shall include, at a minimum, strategies to address through services or programs, including integrated student supports the following of eight potential pipeline services.

Not all of these pipeline services may be covered, but you would have to cover several of them. So let's just look through some of which are of the eight. Obviously, high-quality early childhood education programs is a high focus of many of the pipeline services that have been developed previously in the past in our program. High-quality school and out-of-schooltime programs and strategies. Support for a child's transition to elementary, from elementary school to middle school, from middle school to high school, and from high school into and through post-secondary education and into the workforce, including any comprehensive readiness assessment determined necessary. In addition to there being early childhood programs and out-of-schooltime programs and support for children inside schools, there's also a need for family and community engagement and support, which may include engaging the supporting families at the school or home. There are activities that support post-secondary and workforce readiness, which may include job training, internship opportunities, and career counseling.

Community-based supports for students who have attended schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce. Now in addition to education services and supporting of family and community engagement, there are overall social health, nutrition, mental health services, and supports that are also key aspects of the pipeline. And lastly, but not to be the guy. And it is potentially juvenile crime prevention and rehabilitation programs. Collectively, these represent the eight different aspects of pipeline services that can be provided.

Now, with that in mind, we're now going to do a description of the pillars of Full-Service Community School Program that they put in place, or they've established these pillars and how they'll be implementing these pillars with partners, including community-based organizations and collaborating with school leadership and staff. There are four key elements. They are, integrated student support, expanding and enriched learning time and opportunities, active family and community engagement, as well as collaborative leadership and practices.

We'll talk more in detail about each of these key pillars. Pillar 1 deals with integrated student support. As you can see, integrated student support at a community school that provides in- and out-of-school support for students, addresses the wellbeing and addresses out-of-school barriers to learning through partnership with social and health service agencies, including mental and behavioral health agencies and providers, and are coordinated by the community school coordinator, which may include medical, dental, vision care, mental and behavioral health services, including mental health literacy for students and staff and trauma-informed services to prevent and intervene and mitigate in adverse childhood experiences known as ACESs. In addition, individuals to assist with housing, transportation, nutrition, citizenship preparation, and criminal justice issues or other services. That covers the issues as it pertains to that of pillar 1.

If you could now turn your attention to that of pillar number two, which deals with expanded and enriched learning time and opportunities, you'll notice that expanded and enriched learning time and opportunities through evidence-based strategies as defined in its notice include following. Before-school, after-school, during-school, weekend, and summer programs that provide additional academic instruction and develop individualized academic support, enrichment activities or learning opportunities for students at a community school that achieve the following.

They may emphasize real-world project-based learning where students can apply their learning to contexts that are relevant and engaging. Or 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.

Remember there are four key pillars. We're now turning our time and attention to number 3. Pillar number 3 deals with active family and community engagement. Active family and community engagement brings parents and families of students at the community school and in the community into the school as partners in the students' education, including meaningfully involving parents and families in the community school's decision-making process. That means makes this community school a hub for services, activities, and programs for students, families, and members of the neighborhood that the community serves. It provides adults with desired educational opportunities and employment opportunities and other supportive services. In addition to that, it provides centralized supports for families and communities in community schools, which may include English as a second language, citizen preparation, computer skills, art, housing assistance, child abuse and neglect prevention supports, health and mental health, literacy programs, digital literacy training, and other programs that bring community members into a school building for meetings, events, or programming.

The last pillar is dealing with pillar number 4, which deals with collaborative leadership and practices. Collaborative leadership and practices 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 representatives of key constituencies ranging from students, parents, and family members and community voices, and a community school coordinator and a community-wide leadership team, all working collaboratively together for the betterment of the full-service community school program. It may also include other leadership or governance teams, including 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.

There is a place at the table for everyone at full-service community schools. And it's very important to understand the collaborative nature of the full-service

community school grant in order to be successful with the multi-prong approaches that make it such that this is one of the most important place-based initiatives that the Department of Education is funding.

With that in mind, we're going to discuss that of what a full-time coordinator is, as well as the different ways in which a full-time community operates. So a full-time coordinator, one of the things that you have to have as a part of the development of a full-service community school grant, you have to have plans to ensure that each of the full-service community schools have a full-time coordinator of the various pipeline services that we discussed earlier. Remember there are eight key pipeline services to select from. And it includes a description of the funding sources, plans for professional development for the personal managing, coordinating, or delivering the pipeline services and plans for joint utilization and the management of the school facilities.

Now, what is a full-service community school coordinator? It 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 in community assessment of needs and assets and identify ways to sustain the services and partnerships beyond the duration of the grant. Keep in mind that each school must have-

S. James Guitard: Keep in mind that each school must have a full-time, full- service Community School Coordinator. It is an intricate component of the designing of the Full-Service Community Schools Program. Now with any program, ultimately, a key aspect of a success is having successful evaluation and an evaluation should occur basically annually. So plans for an annual evaluation based upon entertainment of the performance objectives and the outcomes that are described in paragraph 4C of this requirement.

An applicant must, in addition to providing information and assurance is required by Section 4625(a)(4)(F) of the Elementary and Secondary Education Exam, commit to an independent evaluation that includes a design and implementation evaluation that would at minimum: One, include annual evaluation of progress achieved with the grant; two, be used to refine and improve activities, carried out through the grant; three, collect and report data that includes, but is not limited to the following indicators; and four, may result in the evaluation being publicly available. You'll see this as a part of the overall evaluation.

Now you'll notice that on the left hand side, you'll see the word Quantitative Indicators and on your right hand side, you'll see Qualitative Indicators. So once again, on the left hand side, you'll see Quantitative Indicators; on the right hand side, you'll see Qualitative Indicators. And this is to be able to give you a good sense of what are the differences between the two and how they were combined together to provide a broader picture and understanding of what is transpiring through the course of the program, and why it is a need to have these key evaluation indicators as a way to make assessments. So bear in mind

that basically there are two different types of evaluation indicators, quantitative and qualitative. What we're going to now do is walk you through a variety of the different types of descriptions of those that are quantitative. Ones which are quantitative are of ones for which the information could be often numerically added up. And qualitative are of things which are assessments and judgements, but may not have a data that is quantitatively collected that can be judged via numbers.

So why don't we look through some of the quantitative indicators? Student Chronic Absentee Rate is an example of a quantitative indicator; Student Discipline Rates, including suspension and expulsions; School Climate Information, for which they may come from a variety of different types of surveys. They could be student surveys, parent or teacher surveys; Provisions of Integrated Student Supports and Stakeholder Services; Expanded and Enriched Learning Time and Opportunities; Family and Community Engagement Efforts and their impact; Information on the number of qualifications and retention of school staff, including the numbering percentage of teachers that are fully certified teachers, desegregated by a variety of different key variables ranging from race and ethnicity, the rates of teacher turnover and teacher experience, as well as looking at graduation rate. These are a variety of different types of quantitative indicators that are part of the annual evaluation indicators.

Now we're going to turn our attention to what are called qualitative indicators. The qualitative indicators appear on the right hand side of the screen. They range from Changes in School Spending Information; Collaborative Leadership and Practice Strategies, which may include building the capacity of educators, principals, and other school leaders and other staff to lead collaborative school improvement structures, such as professional learning communities; they may also include regular convening or engaging all initiative level partners, such ALEA representatives, city or county officials, children in youth cabinets, non profit service providers, public housing agencies and advocates; in addition regularly assessing program quality and progress through individual student data participation, feedback and aggregate outcomes to develop strategies for improvement; and it may also include organizing school personnel and community partners into working teams focused on specific issues identified in needs and assets assessment.

You'll notice that the combining together of quantitative indicators and qualitative indicators give you a really comprehensive understanding of the various levels of challenges, as well as successes that may be occurring inside a full service community school program. With that in mind, now we're going to discuss the Full Service Community School Measures, Indicates and Evaluation. What you have is a flow chart. It basically shows you how we go about the combining together of looking at key information. One, we collect and report data on the 13 required indicators. We use the evaluation to refine and improve activities and annual evaluation of the progress is theoretically achieved. We make results of the evaluation publicly available, concerning the annual measurable performance objectives and outcomes, and then we begin the

process all over again. So it is like a life cycle continually looping over and over again.

And then what you have is the importance of having independent evaluation in order to be able to assess the effectiveness of that of the data that is being collected as well as being able to determine whether or not the information that is collected is reliable and is consistent with guided definitions, as it is seen via this particular program, as described inside the notice.

With that in mind, let's look at the Comprehensive Plan and Application Requirement. Comprehensive Plan deals with sustaining programs and services, and it plans for sustaining the programs and services described in section 4624(a) of the ESEA after the grant period. The Application Requirement deals with assurances and the insurance that the eligible entity and its part entities will focus services on schools eligible for a school wide program underneath section 1114(b), which deals with school wide as a whole.

Next slide. These are key program requirements. Now we have covered a lot here today and I suggest that you review very thoroughly the notice inviting applications, as well as spending ample amount of timeframe going back through this particular webinar. But here's some information that you need to take into consideration concerning program prime, which is matching funds and the use of funds and evaluation, and finally that concerning that of the final MOU that needs to be developed. So use of funds, remember that no more than 10% of the total amount of funding may be used for planning purposes during the first year of the grant. The uses of those funds are specific, so that means, as you know, that the maximum amount of money that can be funded during a single year is 500,000. So that means that no more than 10% of that total amount, which will be 50,000 may be used for planning purposes during the first year of the grant. At a very minimum, you must coordinate no less than three existing pipeline services and provide no less than two additional services at two more public elementary or secondary schools.

I want to go over this with you more closely to make sure that you understand. What this is saying is that, as a part of applying for this grant, when you look through the various pipeline services that we had discussed earlier, for which we had shared with you, there are eight. And you can go back through this presentation and cover the various eight pipeline services. We're telling you and sharing with you that, at a minimum, you should already currently be doing three of them. And then in addition to the three that you're already currently doing prior to applying for this application, that you need to add, as a part of this application, a minimum of two additional to be done. And that these must be being done at a minimum of two or more public elementary or secondary schools.

Now, the pipeline services that are being offered do not need to be the same pipeline services at each of the public elementary and secondary schools. So of those eight pipeline services, you may be offering some of them at one

particular school, and offering some of them at a different school. They don't have to be in sync. But what's important to understand is that in the end, you must end up with a minimum of five at each school. Five of the eight of which three will already exist, two will be then added. You will integrate the multiple pipeline services at two or more of the public elementary and secondary schools, underneath APA4, absolute priority 4 and absolute priority 5. It integrates pipeline services at two or more schools in each LEA. Now, as for the purposes of today's discussion, we're focusing on absolute priority 3.

Now we'll discuss evaluation. Evaluation will show annual evaluation of progress achieved, the use of the evaluation to refining improve, otherwise the recognizing that you're having an evaluation. What you need to do is show how you're utilizing the results of what you found within inside the evaluation to further strengthen the ability for you to achieve the objectives of that of which were proposed in the grant, and that are consistent with the purpose and intent of the program as a whole. And then you need to make those results publicly available. And finally, you need to have an MOU. An MOU is a memorandum of understanding. Now, there are a host of definitions that you need to make yourself acquainted to. The 2022 Full Service Community School with notice inviting application, includes over 32 definitions, and we highly suggest that you make yourself avail to what those 32 definitions are. The notice of final priority establishes four new definitions. Those four new definitions deal with broadly representative consortium; Full Service Community School coordinator; the history of effectiveness; and for the pillars of Full Service Community Schools.

Now we're going to cover the body of the application that you'll be submitting, and what is the Selection Criteria? The Selection Criteria consists of a Need for Project; the Quality of Project Design; the Quality of Project Services; the Adequacy of Resources; the Quality of Management Plan; and the Quality of Project Evaluation. We are going to discuss in more detail each of these key components, because each one has different amounts of points that are assigned to them as a part of the selection criteria.

So now let's walk our way through first, the Need for Project. So the Need for Project: The Secretary considers the need for the project to be 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 target population, including addressing the needs of the underserved population most impacted by the issue, challenges or opportunities to be addressed by the proposed project.

Now there's also the Quality of Project Design: Now separate from the quality of need, there's the quality of the project design. The quality of project design seeks to be able to determine the following; the extent to which the design of the proposed project reflects relevant and evidence based findings from existing literature and includes high quality plan for project implementation, integrating the four pillars, which we've discussed before, the full service community school

program and the use of the appropriate evaluation methods to ensure successful achievement of project objectives.

In addition to that, the Selection Criteria looks at the Quality of the Project Services. All these work in tandem, together. Now, the Quality of the 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 the operation of the proposed project, including those of students, youth, families, educators, and staff, beneficiaries of services, school leadership, and community leadership.

In addition to the other previous selection criteria taking into consideration, is the Adequacy of Resources. When looking at the Adequacy of Resource, the goal is to be able to determine the extent to which the grantee has plans for a full time coordinator at each school, including a plan to sustain the position beyond a grant period, and the description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services at each school, must also keep in mind that all dispose within a broader quality of management plan.

And the Secretary considers the following criteria when determining the Quality of the Management Plan. A Secretary will be looking at the extent to which the grant has or demonstrates a strong plan to have a broadly representative consortium that reflects the needs of the community and its stakeholders in a description of the roles and responsibilities of the broadly representative consortium, outlined in the required preliminary MOU. The extent to which the applicant demonstrates a history of effective in working with a diverse range of stakeholders, including students and families. In addition, the adequacy of their management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing the project task.

Last, but not least is the Quality of Project Evaluation: The Secretary considers the quality of evaluation to be conducted of the proposed project in determining the quality evaluation. The Secretary looks at the following three areas; the extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. In addition, the extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achieving the intended goals. In addition, the extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. These are the three key components that comprise that of the Quality of Project Evaluation.

With that in mind, we'd like to turn your attention, having recently spoken about the selection criteria, is just some other key components as it relates to its eligibility. You've heard previously, and are hearing once again, who are the eligible applicants? As we've stated previously before, it's a consortium. It

consists of one or more LEAs. And if not one or more LEAs, it must consist of the burial of Indian Education in conjunction with one or more community based organizations, non profit organizations, or public or private entities. This particular grant has what's considered across sharing or matching, can be eligible for award and applicants 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 resource to be contributed for each year of the grant. You'll notice that it does not have a specific amount designated for what is the actual matching, as a whole.

Keep in mind supplement, not supplant. Grantees must use the full service community grants to supplement and not supplant any other federal, state or local funds that would otherwise have been available to carry out activities authorized underneath Section 4625 of the Elementary and Secondary Education Act. Keep in mind that this grant does have a indirect cost rate requirement, that is a restricted indirect cost rate. Keep in mind, that's very important that this grant has a restricted indirect cost rate. There's a lot of additional important and key information related towards indirect cost rate that you need to be able to acquire. And you can obtain that by paying close attention to the link that appears with inside the presentation to receive additional information relating that.

Then you have to take into consideration, administrative cost limitation. This program does not include any program specific limitation on administrative expenses. All administrative expenses must, however be reasonable and necessary, and conform to the cost principles described in 2CFR, the Code of Federal Regulations, part 200, sub part E of the Uniform Guidance. Sub grantees are not allowed. A grantee underneath this competition may not award sub grants to entities to directly carry out project activities described in his application. Now you'll have many partners, but your partners cannot be sub grants themselves.

Now take into consideration, during the submission of the application to follow the common instructions for applicants to the Department of Education's discretionary grant programs, the submission of proprietary information. There may be key information that when you submit, you need to be mindful of, and that there'll be opportunities for when we are gathering this information, for us to be able to remove it for other people being able to see. We recommend a page limit. And for formatting, we expect that you would do it as double space. There is a recommended page limit, but there's not actually a required. But we hope that you will conform to the recommended page limit. The deadline for notice of intent to apply will be 30 days after notice inviting application is published. It is not a requirement for you to submit a notice of intent to apply, but it does help us in the process of preparing for the grant competition, by having an understanding of the number of individuals, number of organizations that will be submitting applications that's consistent with the eligibility criteria.

The deadline for submission of applications is 60 days after the notice inviting applications is published. And as we stated earlier, the awards will be made no later than by the end of the year, December 30th, 2022. Keep in mind the reviewed application considers a variety of different categories, preliminary eligibility review, the peer review, budget and risk review, grant awards. By the end of the year reviewer comments we shared with all applicants. These are the different stages of the application process. For each one, there is additional information that's available for you to better understand the process as a whole.

One other thing to keep in mind is that the determination of the grant is based upon a peer review, which is consisting of us acquiring a variety of different educators and knowledgeable individuals that we feel will best provide us an opportunity to assess the effectiveness of your grant application at meeting our various selection criteria. Our budget and risk review is done internally by my colleagues in order to be able to determine whether or not the information that you have submitted is consistent with the intent and the purpose of the program and whether or not your costs are reasonable and determining whether or not they also conform that of the program. Ultimately, the grants will be awarded by December 30th, 2022, by the end of the year.

Once the determination of the grants have been made and the United States Congress will be notified to provide an additional level of awareness for them over who the grantees are, to provide them an opportunity, perhaps, to provide the grantees with notifications directly themselves. After that timeframe has transpired, that we've allotted for that process, then we will also be sending out grant award notifications, telling individuals who actually have been funded. Whether or not you are funded or not funded, we will make available to all applicants to reviewer comments that were shared by that of our peer reviewers as a whole.

As you can see, this is a rather comprehensive program, and there is a need to be able to tap into a variety of different key resources and technical assistance. And so what we've done is we put together a list for you of different things that we think that would be very beneficial for you to understand. As I shared for you early on, while this is Absolute Priority 3, there are also two additional Absolute Priorities. There's Absolute Priority 4 which deals with multi local educational agency grant presentations. There's Absolute Priority 5, which deals with state scaling grant presentation. I would suggest that it would be beneficial to make yourself avail to the various presentations concerning those particular absolute priorities.

There's additional webinars that will be announced on our full service community school webpage. There's a frequently asked questions, going to be posted on our competition webpage and will be regularly updated. Obviously make yourself avail to that, to know this inviting applications. The program email address, if you have additional questions that you may have is,

FSCS@ed.gov for Full Service Community School@ed.gov. We have a webpage that you see here that you can also be able to view.

This program is led by Mr. Elson Nash. He is the Director of School Choice and Improvement Programs, Office of Elementary and Secondary Education. Jane Hodgdon is the group leader. Yuliana Bruister is a Program Officer. Karen Ford-Jackson is an Education Management Program Analyst. My name is S.James Guitard, and I'm an Education Program Analyst. Thank you for joining us today, for this special webinar, providing key information as it relates towards Absolute Priority 3 of the upcoming Full Service Community School Grant Competition. And we look forward to you having an opportunity to apply for this extremely important place-based initiative grant. Thank you for your attendance today, at today's webinar, and all the best inside your grant competition. Take care and goodbye.