FY 2022 Full-Service Community Schools Grant Competition
Pre-Application Technical Assistance
Absolute Priority 4 Multi-Local Educational Agency Grants Overview
Recorded July 13, 2022

Karen Ford-Jackson: Welcome to today's webinar titled Full-Service Community Schools FY 2022 Notice of Inviting Applicants, Absolute Priority 4, Full-Service Community Schools, Multi-Local Educational Agency Grants. I am Karen Ford Jackson, management program analyst with the US Department of Education Full-Service Community Schools Program. I will be your presenter for today's webinar. Before we get started, I will highlight a few points. Today's webinar will be prerecorded. A copy of this recording and the presentation will be available on the US Department of Education Full-Service Community School's webpage. In addition, if you should have questions, a Q and A page is developed on our webpage, as well as at the end of this presentation, there will be information that has contact persons for you to get in contact with should your question not be answered on the Q and A page.

I will also make a note that while this presentation highlights key areas of Full-Service Community Schools Program's regulation and application requirements, the notice of inviting applicants, NIA, and the program regulations published in the Federal Registry are the official documents that govern this competition. Next slide, please. Today, I'm going to provide an overview of what we will cover in this webinar. Please take a minute to review the slide as I read it aloud. Absolute priority 4, multi-local educational agency grants, competitive preference priorities, AP4 application requirements, program requirements, selection criteria, submission of applications, pre-application technical assistance and resources. Next slide, please. AP4, eligibility awards and deadlines. Let's review a little bit of what you will have to do as you apply for this grant competition. In order to be an eligible applicant, a consortium of one or more LEAs, local education agencies or the Bureau of Indian Education, and one or more community-based organizations, nonprofit organizations, or other public or private entities.

AP4 awards up to $2.5 million per year. The entire project is up to five years with an award amount totaling of up to $15 million. Deadline for notice of intent to apply will be 30 days after the notice of inviting applicants is published. Deadline for submission of applications is 60 days after the notice of inviting applicants is published. Awards will be made by December 30th, 2022. Please keep in mind that should you apply with an intent to apply for this application, you do not have to go ahead with it if you decide that it's not in your best interest. Next slide, please. On this slide, we'll talk about the absolute priorities. This year, FY 2022, Full-Service Community Schools NIA contains five absolute priorities. We will only consider applications that address absolute priorities 1 or 2 plus one additional priority, absolute priorities 3, 4, or 5. I'll take a few moments to go briefly over each priority. Next slide, please.

AP1. AP1, 1A schoolwide program eligibility. Absolute priority 1 is a requirement for all interested applicants. Again, it is a requirement. An applicant can submit an application under the absolute priority 1, as well as under absolute priority 3, capacity building and development grant, under absolute priority 4 multi-local education agency grants, or under absolute priority 5 state scale and grant. To meet absolute priority 1, please take a look at the slide. As I read the information to you. Applicants must propose to serve a minimum of two or more full-service community schools eligible for a schoolwide program as a part of a community or district-wide strategy. Keeping in mind that schoolwide eligibility refers to an attendance area in which not less than 40% of children are from low-income families or schools where not less than 40% of the children are enrolled in the schools and are from low-income families. Next slide, please.

Now let's take a deeper dive into absolute priority 2, title 1A schoolwide program eligibility and rural districts, small and rural or rural and low-income. Absolute priority 2 builds on absolute priority 1 in that it requires schoolwide program eligibility and rural district. Those that are eligible under small rural achievement programs or rural and low-income school programs. Next slide, please. Absolute priority 2, 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 ESSA as part of the community or district-wide strategy and include an LEA, local education agency, that satisfies the requirements of small rural achievement programs or the rural and low-income school program. Next slide, please.

Please take a few moments to review the slide that is before you. Now I will discuss a little bit about absolute priorities 3, 4, and 5. Then we will review the chart that is before you. Absolute priority 3 is capacity building and development grant. The priority requires that grantees conduct an initial development and coordination activity, including extensive community engagement, that leverage the findings of their needs assessment. This should be completed before not during your program and project period. You should develop infrastructure, activities, and partnerships that will implement full-service community schools in two or more schools. You will be required to gather data and report that data in a performance indicator. Absolute priority 4 is a multi-local education agency grant. This priority includes that grantees must implement and sustain full-service community schools in two or more LEAs, local education agencies.

Again, an eligible entity for any full-service grant is a consortium of one or more local education agencies or Bureau of Indian Education and one or more community-based organization, nonprofit organization, 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. Absolute priority 5 is a state scaling grant. This priority allows for formalizing coordination with an SEA to scale and [inaudible 00:09:40] the community school program. This priority is geared for entities interested in scaling their Full-Service Community Schools Program at the state

level, which includes partnering with their state department of education. In the following slides, I am going to take a deeper dive into talking more about absolute priority 4.

Let's take a look at the visual as you consume some of the information. If you take a look on the left hand side, there are three absolute priorities that can be paired. If you look in the small box, it gives you the pairings, AP1 and AP3 or AP1 and AP4 or AP1 and AP5. In the second box, if you take a look, AP2 and AP3 or AP2 and AP4 or AP2 and AP5. Please keep in mind that the secretary intends to award grants under each of these priorities provided that the applicants and applications are of sufficient quality when submitted. Next slide, please. AP4, multi-local education agency grants. In order to meet this priority, you must implement and sustain full-service community schools in two or more LEAs as outlined in 46221 B of ESSA. An eligible entity for any full-service grant is a consortium of one or more LEAs or the BIE, Bureau of Indian Education, and one or more community-based organization, nonprofit organization, or other public or private entities. The project must, 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. Next slide, please.

Now we're going to take a look at the competitive preference priorities, CPPs. Competitive preference priority. Competitive preference priority 1, meeting student social, emotional, and academic needs, worth up to five points. CPP2, competitive preference priority 2, strengthening cross agency coordination and community engagement to advance systematic systemic change, up to five points. Next slide, please. Let's talk more about CPP1, meeting student social, emotional, and academic needs. This priority allows up to five points. There are 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 areas, creating education based on 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. Two, providing a multi-tiered system of supports that address learning barriers, both in and outside of the classroom that enable healthy development and respond to students' needs in which may include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches. Keep in mind evidence-based is the key. Three, 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. Next slide, please.

CPP2, strengthening cross-agency coordination and community engagement to advance systemic change. The secretary gives priorities 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, the key evidence space. Next slide, please. Now in the next subsequent slides we will review application requirements. Please read the slide as I review the items on the slide. Number one, a description of eligible entities. Number two, a preliminary MOU. Number three, description of capacity and eligible entity. Four, comprehensive plan. Five, assurance that eligible entity and partner entities will focus services on school eligibility for a schoolwide program under section 114 B of ESSA. Next slide, please.

Application requirements, preliminary MOU. The second requirement is the preliminary memorandum of understanding. While an MOU has been a full-service requirement since ESSA, this year, we have adjusted and are requiring a preliminary MOU be submitted with the application and a final MOU be submitted by the end of the grant award. As part of the application requirement for all absolute priorities, a preliminary MOU will be required. The MOU is intended to assist the consortium in the planning, developing, coordinating, providing, and evaluating your pipeline services that describe the roles and responsibility of each of your partner consortiums. Next slide, please. Application requirements, capacity of eligible entity. Please take a look at the slide as I review the information. The third application requirement is capacity of eligible entity. This requirement is a description of the capacity of the lead applicant to coordinate and provide pipeline services at two or more full-service community schools and each of the LEAs included in the consortium. In the next couple of slides I will review the pipeline services. Next slide, please.

Application requirements. Please review the slide as I review the components. Application requirements, comprehensive plan. A, student, family, and community to be served, needs assessment, annual measurable performance objectives and outcomes, pipeline services, description of pillars of the full-service community schools, plans to ensure that each full-service community school has a full-time coordinator, plans for an annual evaluation, plans for sustaining programs and services. Next slide, please. Comprehensive plans, items A, B, and C. Comprehensive plan A, the student, family, and school community to be served, including all of the demographic information. B, a needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents. C, an 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 A1, prepared for kindergarten, 2, achieving academically, and safe and healthy and supported by engaged parents. Next slide, please.

Pipeline services. Let's review the pipeline services. Pipeline services are a continuation of coordinated services that supports services and opportunities for children from birth through entry into and successful in a postsecondary education and/or career development environment. Such services shall include at a minimum strategies to address through services or program included integrated student supports, high quality early childhood education programs,

	high quality school and out of school time programs and strategies, support for children's transition to elementary school from school to middle school, from middle school to high school, and from high school into and through a-
Speaker 1:	[inaudible 00:21:26]-
Karen Ford Jack...:	... postsecondary education-
Speaker 1:	... [inaudible 00:21:28]-
Karen Ford Jack...:	... and into the workforce, including-
Speaker 1:	... [inaudible 00:21:31].
Karen Ford Jack...:	... any comprehensive readiness assessment determined necessary, family and community engagement and supports-
Speaker 1:	[inaudible 00:21:39]-
Karen Ford Jack...:	... which may include engaging or supporting families at school and at home, activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling-
Speaker 1:	[inaudible 00:21:56].
Karen Ford Jack...:	... six community-based support for students who have attended the schools in the area served by the pipeline or students who are members of the community facilitating through continued connection-
Speaker 1:	[inaudible 00:22:12]-
Karen Ford Jack...:	... to the community and success and post-secondary education and workforce, social and emotional health, nutrition and mental health services, and supports, and finally, juvenile crime prevention and rehabilitation programs. Next slide, please. Definition of pipeline services. The pipeline services are defined in the NIA definition section. Continuation of coordinated support services and opportunities for children from birth through entry into and success in postsecondary education and career attainment. Such services shall include at a minimum all of the pipeline services that were just reviewed. Keep in mind, the definition for pipeline services are enclosed in the NIA. Next slide, please. Now let's review the pillars of full-service community school. A description of the pillars of the full-services community schools that have been 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. The pillars are integrated student supports, active family and community engagement, expanded and enriched learning time and opportunities, collaborative leadership and practices. Next slide, please.

Pillar 1, integrated student support service. Integrated student support services at a community school that provides in and out of school supports for students, addresses well-being, and addresses out of school time 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 the following 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, and individuals to assist with housing, transportation, nutrition, citizenship preparation, or criminal justice issues and other services. Next slide, please.

Pillar 2, expanded and enriched learning time and opportunities. Expanded and enriched learning time and opportunities through evidence-based strategies, key evidence-based strategies, as defined in the notice, including before and after school, during school, weekend and summer programs that provide additional academic instructions, 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, hand on experience-

Karen Ford Jack...:   Music, drama, creative writing, hands-on experiences with engineering or science, including computer science, career and technical education and tutoring that is aligned with classroom success and homework help, and recreational programs that enhance and are consistent with the school's curriculum. Next slide please. Pillar 3: 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 students' education, including meaningfully involving parents and families in the community school's decision-making process, making the community school a hub for services, activities, and programs for students, families, and members of the neighborhood that the community school serves, providing adults with desired educational and employment opportunities and other support services, and providing centralized supports for families and communities and 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, and other programs that bring community members into a school building for meetings, events, and, or programs.

Next slide, please. Pillar 4: Collaborative Leadership and Practices. Collaborative leadership and practice is one that builds a culture of professional learning and leadership and practices to collect trust and shared responsibility for each community school using strategies that are 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 it 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 the school and the community organizations. Next slide, please. Full time coordinator. A full time coordinator is a individual who serves in a full time position that is coordinating pipeline services at such schools, 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.

Next slide, please. The comprehensive plan annual evaluation. The authorizing language for ESEA requires an 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 include annual evaluations of progress achieved with the grant, be used to refine and improve activities carried out through the grant, collect and report data that includes, but is not limited to the following indicators, and make results of the evaluation publicly available.

Next slide, please. Annual evaluation indicators. Please take a look and review the slide as I review the indicators. So the first set of indicators are qualitative indicators and the list is from student chronic absenteeism rates, student discipline rates, including suspensions and expulsions, school climate information, which may include 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 experiences in addition to graduation rates. Keep in mind those are the quantitative indicators.

Qualitative indicators. 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, regularly convening or engaging all initial level partners, such as LEA representatives, city or county officials, children's and youth 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 assessment.

Next slide, please. So let's take a look at full service community schools' measures, indicators, and evaluations. So to bring all of the pieces of the evaluations requirements together, let's take a look at the chart. If you take a look at the flow chart, we start at the top with the annual measurable performance and objective outcomes. You collect your data and report the data on 13 required indicators.

You use the evaluation to refine and improve your activities. An annual evaluation of progress is achieved, then you make the results of the evaluation publicly available. Next slide, please. The plan should also include plans for sustaining the program and services in section 4624(a) of ESEA after the grant period. And the final application requirement for this is the assurance, an assurance that the eligible entity and its partner entities will focus services on school eligibility for schoolwide programs under section 114(b), 4625(a) and 5.

Next slide, please. Program requirements. Please review the information on the slide as I give information about it. Number one, matching funds. For matching funds, grantees must provide matching funds for non-federal sources which may be provided in part or in kind, not more than 10% of the total amount for planning purposes during your first year. You must coordinate not less than three existing pipeline services and provide no less than two additional services or two or more public elementary or secondary schools.

You must include integrated multiple pipeline services at two or more public elementary or secondary schools. Under AP3 and AP4, integrate pipeline services at two or more schools in each LEA. If applicable, coordinate and integrate services provided by the community based organization and government agencies. Next, evaluation. An annual evaluation of progress achieved, use of evaluation to refine and improve, then you have to make the results publicly available as we reviewed in the previous slide, and your final MOU.

Next slide, please. Definitions. The full service NIA includes 32 definitions. The notice of final priority established four new definitions. One, broad representative consortium means stakeholders represent broad groups of people working together for the best interest of children. Such stakeholders may include but are not limited to, families and family leadership, schools, nonprofits, government, philanthropy, and the business community.

History of effectiveness. History of effectiveness means an eligible entity demonstrating the ability to successfully implement programs and policies. Such programs and policies must include but shall not be limited to successfully implementing with other organizations, grants, policies, and programs for students from high schools as identified in section 2221 of ESEA.

Next slide, please. In the next couple of slides, we will review the selection criteria. Please take a moment to review the information on the selection criteria slide, needs for the project, quality of project design, quality of project services, adequacy of resources, quality of management plan, and quality of project evaluation. In fiscal year 2022, applicants will be reviewed against all of these criteria.

Next slide, please. So let's start with the need for the 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 opportunities or otherwise, address the needs of the targeted population, including addressing the needs of the underserved populations most impacted by the issue, challenge or opportunities to be addressed by the proposed project.

Next slide, please. Quality of project design. The secretary considers the quality of the design of the project 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.

Next slide, please. Quality of project services. The secretary considers the quality of project 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, beneficiary of services, school leadership, and community leadership.

Next slide, please. 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. Next slide, please. 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, the extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families, the adequacy of 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.

Next slide, please. 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, the extent to which the method of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the project, 34 CFR 75.210, 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, and lastly, the extent to which the method of evaluation will provide valid and reliable performance data on relevant outcomes, 34 CFR 75.210.

Next slide, please. Full service community schools program eligibility. The NIA also includes this information about eligibility requirement. Please refer back to the NIA to ensure that you're following all of the eligibility requirements. Eligible applicants, a consortium of one or more LEAs, or the bureau of Indian education, 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 donation. The applicant must propose the amount of cash or in kind resources to be contributed for each year of the grant. The Bureau of Indian Education may meet the matching requirement using funds from other federal sources.

Supplement, not supplant. Grantees must use full service grant funds to supplement and not supplant any other federal, state and local funds that would otherwise have been available to carry out activities of authorized under section 4625 of 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/office/list/ocfo/intro.html.

Administrative cost limitations. This program does not include any specific limitations or 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. Sub grantees. A grantee under the competition may not award sub grantees to entities to directly carry out project activities described in its application. Again, a grantee under this competition may not award sub grantees to entities to directly carry out project activities describe in its application.

Next slide, please. Submission and review of applications. Follow common instructions for applications to the department of education, discretionary grant program, submission of proprietary information, recommended page limit and formatting, deadline for notice of intent, again to apply will be 30 days after the notice of inviting applicants is published, deadline for submission of applications is 60 days after the notice for inviting applications is published, awards made will be made by December 30th 2022.

Next slide, please. Please review the information as I give you information for each blue box. The first box, we will conduct a preliminary review of all applications to confirm that all forms and information required by statute regulations and NIA have been submitted in order to further consider the application for full service community schools funding.

Box two, peer review. The applicant applications are then evaluated by a three person non-federal panel. Panels are typically assigned six to eight applications to review. Each reviewer individually reads, evaluates, and scores their assigned applications based on the selection criteria, statutory priorities and the competitive preference priorities. Please keep in mind the panel is given time to discuss the applications and score the comments.

The reviewers will score and then average to create an overall application score. Keep in mind that if you are applying for applications for AP3, AP5, AP4, your applications will be reviewed against only those priorities. The third box. After the peer review program, staff reviews the peer reviewer's recommendations, budgets the entity risk review to ensure that there are no potential risks to funding of which we should be aware, or that there are no proposed budget items that would not be permissible. This process is quite lengthy and will be quite involved.

The fourth box. Finally, we work collaboratively to confirm that all applications on the final slate are eligible for full service community school funding, and then recommend to the secretary that a particular rank order list of awards be made using FY 2022 funds, which may be made by the end of the calendar year. We will first notify your congressional delegation and allow them to first share the information with you and then we will formally notify the applicants.

Applicants that are either determined to be ineligible or that are not being funded will be notified as well. All applicants that are sent to peer review will receive peer review comments. Next slide, please. Pre-application resources and technical assistance. As we end this webinar, I wanted to share some resources and technical assistant opportunities that are available.

An overview of the notice of inviting applicants. AP3, capacity building and development grants presentation will be available on the webpage. AP4, multi local education agency grants presentation will also be available. AP5, full service community schools state scaling grants presentation will also be

available on the website page. Any additional webinars will be announced on the full service community schools' webpage.

We will also include a frequently asked questions that are posted on our webpage as well. And that information will be regularly updated, so please stay tuned. Next slide, please. Please note our contact information. Should you have questions that you don't see the answers to please email full service community schools as noted on the slide, FSCS@ed.gov. Please take a look at our webpage with the information in a hyperlink.

Our full service community team is listed. Elson Nash is the director of school choice and improvement programs. Jane Hodgdon is the group leader. Yuliana Bruister is a program officer, Karen Ford-Jackson, management program analyst, James Guitard, education program analyst. This ends the FY 22 full service community schools' competition webinar. Applicants are encouraged to review the information in the NIA and the federal registry.

Karen Ford Jack...:   ... And the NIA and the Federal Registry. Please review these webinars to help support your application process, and we thank you for attending this webinar, and have a great day.