FY 2022 Full-Service Community Schools Grant Competition
Pre-Application Technical Assistance
Absolute Priority 5 State Scaling Grants Overview
Recorded July 11, 2022

Yuliana Bruister: Greetings. Welcome to today's webinar titled Full-Service Community Schools FY 2022 Notice Inviting Applications - Absolute Priority 5: Full-Service Community Schools State Scaling Grants. My name is Yuliana Bruister, program officer with the US Department of Education Full-Service Community Schools Program. I will be your presenter for today's webinar.

Before I begin, there are a few webinar logistics I would like to highlight. Today's webinar is pre-recorded. A copy of this recording and presentation will be available on the US Department of Education Full-Service Community School's webpage. For questions regarding any of the content in this webinar, please contact the US Department of Education Full-Service Community Schools program. The webpage information along with contact information will be provided at the conclusion of this webinar.

I also want to make note that while today's presentation will highlight key areas of the Full-Service Community Schools program regulations and application requirements, the Notice of Inviting Applications also known as the NIA and the program regulations published in the Federal Register are the official documents governing this competition. Next slide please.

Overview. Here's the list of the topics that we will cover in today's session: Absolute priority 5, eligibility, awards and deadline information, a general overview of the absolute priorities, competitive preference priorities, absolute priority five application requirements, program requirements, selection criteria, submission of applications and pre-application technical assistance and other resources. Let's get started. Next slide please.

Absolute priority 5 eligibility, awards, and deadlines. We will now review a few key highlights of the grant competition. As shared in the notice of final priorities, the purpose of this grant is to provide support for planning, implementation, and operation of full service community schools that improve the coordination and integration, accessibility and effectiveness of services for children and families, particularly children attending high poverty schools, including high poverty rural schools.

To be eligible for absolute priority 5 grant funds, applicants must apply as a consortium. A consortium consists of one or more local education agencies or the Bureau of Indian education and one or more community-based organizations, nonprofit organizations, or other public or private entities.

Funding amount. For absolute priority 5, the project period is up to five years. Yearly for each 12 month budget period, the funding amount can range from $5 million to $10 million. Awardees may receive from $25 million to $50 million for the entire project period.

A few key dates to keep in mind. This year, we have incorporated a notice of intent to apply to our competition. Deadline for the notice of intent to apply will be 30 days after the NIA is published. Later in the webinar, we will discuss that activity in more detail. Deadline for submission of application is 60 days after the NIA is published and we hope to award by December 30th, 2022. Next slide please.

Absolute priorities. This year's FY 2022 Full-Service Community Schools NIA contained five absolute priorities. We will only consider applications that address absolute priorities 1 or 2 plus one of the additional priorities, absolute priorities, 3, 4, or 5. I will take a few minutes now to briefly go over each priority. Next slide please.

Absolute priority 1. Absolute priority 1 is a Title 1A schoolwide program eligibility. Absolute priority 1 is a requirement for all interested applicants. An applicant can submit an application under absolute priority 1 as well as under absolute priority 3 capacity building and development grant, under absolute priority 4 multi local education agency grant, or under absolute priority 5, state scaling grant. To meet absolute priority 1, applicants must propose to serve a minimum of two or more full-service community schools eligible for a schoolwide program as part of a community or districtwide strategy. As some of you may be familiar, schoolwide eligibility usually refers to schools that serve an attendance area in which not less than 40% of children are from low income families or a school where not less than 40% of the children enrolled in the school are from low income families. Next slide please.

Absolute priority 2 Title 1A schoolwide program, eligibility and rural district small and rural or rural and low income. Absolute priority 2 builds on absolute priority 1 in that it requires Title 1A schoolwide program eligibility and rural districts. Those that are eligible under small rural achievement SRSA program or the rural and low income school, RLIS program. Next slide please.

Absolute priority 2 Title 1A schoolwide program eligibility and rural district, small and rural or rural and low income. As shared in the previous slide to meet absolute priority 2, applicants must propose to serve a minimum of two or more full-service community schools eligible for a schoolwide program of the ESEA as part of a community or districtwide strategy and include an LEA that satisfies the requirement of the SRSA program or the RLIS program.

The Notice Inviting Applications includes two important notes. In the NIA, there is a link to department's webpage where you can determine if an LEA or district meets the SRSA or the RLIS eligibility. And there is also a note that reminds

applicants that an LEA includes public charter schools that operate as their own LEA. Next slide please.

Before reviewing the visual in front of us, I want to briefly review the remaining absolute priorities 3, 4, and 5. Absolute priorities 3, 4, and 5 are specific to the type of community schools that can be developed. Absolute priority 3 is a capacity building and development grant. This priority requires that grantees conduct initial development and coordination activities, including extensive community engagement that leverages the finding of their needs assessment completed during and not before the grant period to develop the infrastructures, activities and partnerships to implement full-service community schools in two or more schools. And grantees will also be required to gather data on their performance indicators.

Absolute priority 4 is a multi local education agency grant. This priority requires that grantees implement and sustain full-service community schools in two or more LEAs. Again, an eligible entity for any full-service community school grant is a consortium of one or more local education agencies or the Bureau of Indian education and one or more community based organization, nonprofit organizations, or other public or private entities. For absolute priority four, 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 a formalizing coordination with an SEA to scale and sustain the community school program. In other words, this priority is geared for entities interested in scaling their full-service community schools at a state level, which includes partnering with their state department of education. In the following slides, we will dive deeper into the legal and programmatic requirements of absolute priority 5.

Now, before us is a visual of a side by side configuration of the absolute priorities. On the left hand side is absolute priority 1 and three absolute priorities can be that can be paired with it so you can have absolute priority 1 and absolute priority 3 or absolute priority 1 and absolute priority 4 or absolute priority 1 and absolute priority 5. On the right hand side is absolute priority 2. Similarly, you compare absolute priority 2 with absolute priority 3, 4, or 5. For today's presentation, we will focus on absolute priority 5, but we will have additional recorded webinars that will dive into absolute priorities 3 and 4.

A few other keynotes to keep in mind. Absolute priorities 3, 4, and 5 constitute their own funding categories. The Secretary intends to award grants under each of these absolute priorities provided that applications of sufficient quality are submitted. To ensure that applicants are considered for the correct type of grant, applicants must clearly identified the specific absolute priority that the proposed project addresses. If an entity is interested in proposing separate projects, for example, one that addresses absolute priority 3 and another that

addresses absolute priority 4, separate applications must be submitted. Next slide please.

Absolute priority 5 full-service community schools state scaling grants. Now we'll dive deeper into absolute priority 5. This is where applicants who are ready to scale up their full-service community schools to the state level, which includes partnering with their state department of education. Requirements for absolute priority 5 include the applicant must be a consortium of one or more LEAs or the Bureau of Indian Education and one or more community based organization, nonprofit organization, or other public or private entities.

The applicant must demonstrate a partnership with their state education agency. This means applicants will need to obtain a written commitment of the SEA to participate in the partnership. The written commitment can be submitted in the required preliminary memorandum of understanding or MOU. That should include the roles responsibility of the SEA and other partners identified at the time of the application. The commitment from the SEA is to sustain the program beyond two years after the term of the grant. And third, the applicant in partnership with the SEA will determine the number and percentage of LEAs and the number and percentage of schools across the LEAs that will develop, support, and expand full -service community schools over the five year grant performance period.

Absolute priority 5 also includes the identification and establishment of a state steering committee. The state steering committee may be a previously existing body. It must however have representation of relevant community school stakeholders, including education and other school staff, community school initiative leaders, education union, or association designees, family leaders participating in community schools program, community partners, such as service providers, early childhood education providers, and community school coordinators from schools already implementing full-service community schools in the state.

In addition to serving as an advisory committee, the steering committee also has the authority to make decisions about the design, implementation, and evaluation for the grant, which may include identification or selection of the local education agencies that will partner in the development and implementation of two or more community schools in each LEA with the exception of LEAs that oversee a single school. The roles and responsibility of the steering committee must also be included in the required preliminary MOU. Next slide please.

Competitive preference priorities. Now we'll review the competitive preference priorities for this grant competition. In addition to the five absolute priorities, the FY 2022 competition has two competitive preference priorities, both are worth up to five points. Through our competitive preference priorities, we seek applications that consider how community school supports and strategies are included in classroom practices and schools design that are focused on the

whole learner, recognizing the impact of the school and community safety on learning. The department is also interested in applications that are coordinating across multiple agencies and organization to address community violence, prevention and intervention. These two priorities come from the Secretary's supplemental priorities, which were developed in December 2021. In the next few slides, I will go over each competitive preference priorities, which include competitive preference priority 1, meeting student social, emotional, and academic needs, and competitive preference 2, strengthening cross-agency coordination and community engagement to advance systemic change. Next slide please.

Competitive preference priority 1, meeting student social, emotional, and academic needs. This priority allows for up to five points. These 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 priority areas: creating education or work based settings that are supportive, positive, identity-safe and inclusive with regards to race, ethnicity, culture, language, and disability status through developing, trusting relationships between students, including underserved students, educators, families, and community partners, provide multi-tiered system of supports that address learning barriers both in and out of the classroom that enables healthy development and response to students' needs in which may include evidence based trauma informed practices and professional development for educators on avoiding deficit based approaches, and create and implement comprehensive schoolwide frameworks, such as small schools or learning communities, advisory systems or looping educators that support strong, consistent student and educators relationships. Next slide please.

Competitive priority 2 is strengthening cross-agency coordination and community engagement to advance systemic change. This priority is worth up to five points as well. These are projects that demonstrate 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.

That wraps up the community preference priorities, and now we're going to review the application requirements. Next slide please.

Application requirements. In order to be reviewed and considered for funding, an application is required to include the items listed on this slide, a description of the eligible entity, a preliminary MOU among all partner entities that will assist the eligible entity to develop, plan, coordinate, provide, and evaluate pipeline services and that describes the role and responsibilities that the partners including the broadly representative consortium will assume, a description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full-service community schools, a comprehensive plan, and an assurance that the eligible entity and its partner

entities will focus services on schools eligible for schoolwide program under 114(b) of the ESEA.

The notice inviting application walks through each of the above requirements and provides a description of the eligible entity, the primary applicant and its partners. Next slide please.

Application requirement preliminary MOU. The second requirement is the preliminary MOU. While the full-service community school grant has an MOU requirement since ESSA, this year, we have adjusted and are requiring a preliminary MOU to be submitted with the application and a final MOU by the end of the first year of the grant award. As part of the application requirements for all absolute priorities, a preliminary MOU will be required. The MOU is intended to assist the consortium in planning, developing, coordinating, providing, and evaluating pipeline services that describes the role and responsibility of each partner in the consortium. Additionally, for entities applying under absolute priority 5, applicants must also include a preliminary MOU that contains a description of the state steering committee and the SEA's commitment to and partnership in the consortium, as well as 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 1A programs and a commitment to sustain the program beyond two years after the term of the grant. Next slide please.

The third application requirement is the capacity of eligible entities. 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 in each of the LEAs included in the consortium. In a few slides, we'll go over more detail the pipeline services for this grant. Next slide please.

The next application requirement is a comprehensive plan. As part of the comprehensive plan, an applicant should include descriptions of the following: the student, family, and community to be served, including demographic information, a plan for conducting the needs assessment, a plan for developing annual measurable performance objectives and outcomes, a plan for identifying and developing pipeline services, a description of the pillars of the full-service community schools, plans to ensure that each full-service community school site has a full-time coordinator, plans for an annual evaluation, and plans for sustaining the program and services. Next slide please.

Comprehensive plan items A, B, and C. We will now take a couple minutes to review items, A, B and C of the comprehensive plan. For item A, the applicant should provide a description of the student, families, and school community to be served, including demographic information. This item in the comprehensive plan is consistent across all absolute priorities. For items B and C while similar across the absolute priorities, there is a bit of a difference that applies to absolute priority 3 in comparison to absolute priorities 4 and 5. Recognizing that absolute priority 3 applicants are building capacity and beginning to develop

their full-service community schools, they need to describe their plan for conducting the needs assessment and their plan for developing measurable performance objectives and outcomes.

For item B, specifically for absolute priorities 4 and 5, applicants need to provide a description of their needs assessment that will identify the academic physical, non-academic health, mental health, and other needs of students, families, and community residents. For item C specifically for absolute priority 4 and 5, applicants will need to provide a description of their annual measurable performance objectives and outcomes, including an increase in 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 safe, healthy, and supported by engaged parents. Next slide please.

Comprehensive plan item D pipeline services. So as we know, pipeline services is defined as a continuum of coordinated supports services and opportunities for children from birth through entry into and success in post-secondary education and career attainment.

Such services shall include at minimum strategies to address through services or program, including integrated student supports the following: high quality early education programs, high quality school and out of school time programs and strategies, supports for a child's transition to elementary school from elementary to middle school, from middle school to high school and from high school through post-secondary education and into the workforce, including any comprehensive readiness assessment determined necessary, family and community engagement supports, which may include engaging or supporting families at school or at home, activities that support post-secondary and workforce readiness, which may include job training, internship opportunities, and career counseling, 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 their continued connection to the community and success in post-secondary education in the workforce, social, health, nutrition, and mental health services and support, and finally juvenile crime prevention and rehabilitation programs. That is what we're referring to when we discuss pipeline services.

For absolute priorities 4 and 5 applicants will need to describe their 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 such 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. Next slide please.

This slide contains the same information we just went over regarding the definition of pipeline services and the type of services. The pipeline services is

also defined in the NIA definition section. So we'll now move on to item E. Next slide please.

Comprehensive plan item E, pillars of full-service community schools. There are certain design features sometimes referred to as pillars that are common across full-service community schools that improve teaching, learning, and student outcomes. The four pillars are integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices. Fiscal year 2022 is the first year that full-service community schools has required that the applicants describe the pillars of community schools. The pillars may already be in place or they may still need to be established. Some applicants may already be addressing one or two of the pillars and will need to establish the pillars they do not yet have in place. Regardless, in this section, we are requiring a description of the pillars now or how they will be established. Over the next several slides, we will briefly go over each pillar. Next slide please.

Pillar one, integrated student supports. This means that integrated student supports at a community school provide in and out of school supports for students, address wellbeing and address out of school barriers to learn through partnerships with social and health service agencies, including mental and behavioral health agencies and providers and coordinated by a community school coordinator. Services can be in the form of 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 child experiences, and individuals to assist with housing, transportation, nutrition, citizenship preparation, or criminal justice issues and other services. Next slide please.

Pillar two is about expanded and enriched learning time and opportunities. Expanded and enriched learning time and opportunities are essential to a school's capacity to support students' academic growth as well as to help them develop socially, emotionally and physically. This means that in a community school, expanded and enriched learning time and opportunities are provided through evidence based strategies, including before school, after school, during school, weekend and summer programs that provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities. For students at a community school, that may emphasize real world project based learning where students can apply their learning to context that are relevant and engaging and may include also 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. Next slide please.

Pillar three is active family and community engagement. Active family and community engagement in a community school is one that brings parents and families of students at the community school and in the community into the

school as partners in the student's education, including meaningfully involving parents and families in the community school's decision making processes. It makes the community school a hub for services, activities, and programs for student, families, and members of the neighborhood that the community school serves. It provides adults with desired educational employment opportunities and other supportive services. And finally it 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, and other programs that bring community members into a school building for meetings, events, or programming. Next slide please.

And finally, the fourth pillar is collaborative leadership and practices. Collaborative leadership and practices in a community school is one that builds a culture of professional learning, collective trust and shared responsibility for each community school using strategies that at minimum include a school based leadership team with representation of students, parents, and family leaders, and a community voice, a community school coordinator, and a community wide leadership team, and may include other leadership or governance teams, community school steering committees, or other community coalitions, education learning communities, and other staff to manage the multiple complex joint work of school and community organizations. Those were the four pillars. We will now head back and finished reviewing the remaining items of the comprehensive plan. Next slide please.

The comprehensive plan also requires a full-time coordinator, item F. In a full-service community school, a coordinator is an individual in a full-time position who serves to plan, integrate, coordinate, and facilitate the delivery of pipeline services at each school. The coordinator might also lead the school and the community assessment of needs and assets and identify ways to sustain the services in partnership beyond the duration of the grant. In the application, the comprehensive plan should 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. Next slide please.

Now we will review comprehensive plan item E, annual evaluation. The authorizing language from the ESEA requires an evaluation, in fiscal year 2022, we included a separate or an additional requirement that the evaluation be independent. For this year, plans for an annual evaluation based upon attainment of the performance objectives and outcomes, 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, collecting report data that includes but is not limited to the indicators listed in the next slide, and make the results of the evaluation publicly available. Next slide please.

Annual evaluation indicators. This slide provides a list of the quantitative and qualitative indicators for the annual evaluation. These are new to the full-service community schools program in fiscal year 2022. The indicators on the left hand side are quantitative indicators, which include student chronic absenteeism rates, student discipline rates, including suspension and expulsions, school climate information, which comes from student parents or teacher surveys, provisions 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 qualification and retention of school staff including the number and percentage of fully certified teachers disaggregated by race and ethnicity, rates of teacher turn and teacher experiences, and graduation rates.

The indicators on the right hand side are qualitative indicators, which includes 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 or youth cabinets, nonprofits, 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 assessments. Next slide please.

Full-service community schools measures indicators and evaluation. To bring these pieces of evaluation requirements together, an applicant develops annual measurable performance objectives and outcomes. An applicant commits to an independent evaluation, which includes collecting and reporting data on the required indicators, using evaluation to refine and improve activities, completing an annual evaluation and making the results publicly available. The program measures for full-service community schools remains the same and that means that it is increasing the number of percentage of family 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. Next slide please.

The final item for the comprehensive plan is item H, plans for sustaining programs and services and the final application requirement, which is an assurance. The plan should include plans for sustaining the program and services described in Section 4624(a) of the ESEA after the grant period. And the final application requirement is an assurance. As part of the application requirement, an assurance is also needed that demonstrate that the eligible

entity and its partners will focus services on schools eligible for schoolwide program under Section 1114(b). Next slide please.

Program requirements. If funded, there are a number of program requirements that a grantee needs to meet that includes providing matching funds. For matching funds, grantees shall provide matching funds from non-federal sources, which may be provided in part with in-kind contributions. The Bureau for Indian Education may meet the matching funds requirements using funds from other federal sources.

Use of funds. Grantees shall use the grant funds for the following grant activities. Grantees may use not more than 10% of the total amount of grant funds for planning purposes during the first year of the grant. Grantees shall use the grant funds for the following grant activities: coordinate not less than three existing pipeline services and provide no less than two additional services at two or more public elementary or secondary schools, integrate multiple pipeline services at two or more public elementary or secondary schools. For absolute priorities 4 and 5, grantees shall integrate pipeline services at two or more schools in each LEA. If applicable, coordinate and integrate services provided by community based organization and government agencies.

Evaluation. Grantees must use an independent evaluation to conduct annual evaluation of progress achieved, refine and improve activities and make results publicly available. And finally, a final MOU must be submitted. Grantees must submit a final MOU by the conclusion of the first year of the grant. Next slide please.

Definitions. The full fiscal year 2022 NIA includes 32 definitions. Those are from a number of different federal regulations. The FY 2022 Notice of Final Priorities establishes four new definitions. In the previous slides, we reviewed the definitions of full-service community school coordinator and the pillars of full-service community schools. But I do want to address the broadly representative consortium, which means stakeholders representing 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, family leadership, schools, nonprofits, government, philanthropy, and business communities.

The 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 organization grants, policies, and programs for students from high need schools. Next slide please.

Selection criteria. In fiscal year 2022, applicants will be reviewed against the following selection criteria for following portion of the grant competition. This includes need for project, quality of project design, quality of project services, adequacy of resources, quality of management plan, quality of project

evaluation and strategy to scale, which only applies to absolute priority 5. As you can see, applicants under absolute priorities 3 and 4 will be assessed against six selection criteria, and applicants under absolute priority 5 will be assessed against seven priority areas. Next slide please.

Selection criteria, need for 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 opportunities to be addressed by the proposed project. Next slide please.

The next selection criteria is quality of project design. 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 the project objectives. Next slide please.

The next selection criteria is quality of project services. 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, family, educators, and staff, beneficiaries of services, school leaderships, and community leadership. Next slide please.

The next selection criteria is the adequacy of resources. 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, includes 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.

The next selection criteria is quality of management plan. Here the Secretary considers the following factors: The extent to which the grantee has or demonstrates a strong plan to have a broadly representative consortium that reflects the need of the community and its stakeholders, and a description of the roles and responsibility 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. And 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, excuse me, the project tasks. Next slide please.

The next selection criteria is quality of project evaluation. In determining the quality of the evaluation, the Secretary considers the following factors: The

extent to which the method of evaluations are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress towards achievement of intended outcomes. And the extent to which the method of evaluation will provide valid and reliable performance data on relevant outcomes. Next slide please.

The next selection criteria, which only applies to absolute priority 5, is the strategy to scale. Here, the Secretary considers the applicant strategy to scale the proposed project. That includes the extent to which the applicant demonstrates its commitment and strategy to scale full-service community schools at the statewide level and the number percentage of LEAs and the number and percentage of schools within each LEA, the applicant, the SEA and other partners proposed to serve, the applicant's 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, our practices can be further developed and brought to scale based on regular findings of the proposed project and its independent evaluation. Next slide please.

Now we'll turn to full service community school's program eligibility. The NIA also includes information about program eligibility requirements. We addressed some of the requirements in the previous slides, but here are a few reminders. An eligible applicant is a consortium of one or more LEAs or the Bureau of Indian education and one or more community based organization, nonprofit organization, or public or private entities. There's also a cost sharing or match matching requirements. To be eligible for an award an applicant shall provide matching funds through non-federal contribution, 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 Bureau of Indian education may meet the maximum requirements using funds from other federal sources. There is also a supplement, not supplant requirements. Grantees must use full-service community schools, 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. It is important to note that this program uses a restricted indirect cost rate. For more information regarding indirect cost rate or to obtain a negotiated indirect cost rate, please see the following link that appears on this slide.

Administrative cost limitation. This program does not include any program specific limitations on administrative expenses. All administrative expenses must be reasonable and necessary and conform to the cost principles.

And finally, sub-grantees. A grantee under this competition may not award sub-grant to entities to directly carry out project activities described in its

application. This is a very important note to keep in mind, given that there will be some awards that are made where folks are working across multiple local education agency, or whether it's state scaling or multi LEA absolute priorities. Those cannot be done through sub grants. Next slide please.

Submission and review of applications. The NIA contains a significant amount of information and guidance around submitting an application. A few notes to note. Applicants are required to follow the common instructions which are published in the Federal Registrar in December 2021. It includes information such about requirements to register in SAM.gov and obtaining DUNS numbers.

Submission of proprietary information. Now, this is something that we do want to make note of. Given the types of projects that are going to be proposed, your application might include business information that you consider proprietary. Now we do plan to make all successful applications available to the public. You may wish to request confidentiality of certain business information.

Recommended page limits in formatting. We do have a recommended page limit, which is 150 pages, double spaced. There's additional guidance in the NIA.

Finally, we are requesting that interested applicants submit a notice of intent to apply. This can simply be done through sending an email to the Full-Service Community School program email address. The email address will be provided in a later slide. This does not mean that once you submit your intent, that you are required to apply or that you have to submit the intent in order to apply. This activity is just helpful for us to keep track on the number of applications that we anticipate receiving and it helps us better prepare for the peer review portion of the competition.

The deadline for submitting your intent to apply is 30 days after the Notice Inviting Application is published. The deadline for submission of the application is 60 days after the NIA is published. Awards will be made by December 30th, 2022. Next slide please.

Review of applications. To help set some expectations about timing, we want to share what happens after you submit your application because it is a multi-layered review process and it takes time to ensure that it's a fair and thorough review, which respects the time and efforts that we know you go through when submitting your application. Here's a visual of how the process will occur during the review of application portion of the competition.

The first box. We will conduct a preliminary review of the 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 the grant funds. We note that during the subsequent application review process, it is possible that we'll identify additional information not identified during the

preliminary review, requiring us to remove an application from further consideration because of ineligibility.

The second box. The 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 application based on selection criteria, statutory priorities, and the competitive priorities. The panel is given time to discuss the application and their scores and comments. The three reviewers scores then average to create an overall application score. This is a peer review that makes recommendations to the department. And we strive to identify a diverse group of people with experience relevant to full-service community schools. Applications under absolute priority 3 will be on panels with other applications under that priority. Applications under absolute priority 4 will be on panels with other applications under that priority. And the same is true for applications submitted under absolute priority 5.

The third box, budget and risk review. After the peer review, program staff reviews the peer reviews recommendation budgets, and the entity's risk review to ensure that there are no potential risk 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 involved.

The fourth box, grant awards. Finally, we were collectively 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 ordered list of awards be used using FY 22 funds, which must be made by the end of the calendar year. We will notify your congressional delegation and allow them to first share that 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 a peer review will receive peer review comments. Next slide please.

Pre-application resources and technical assistance. As we wrap up this webinar, we want to also share resources and technical assistance opportunities that are available. For pre-application resources and technical assistance, please visit the US Department of Education Full-Service Community School webpage. On this page, you will find other webinars, including the overview of the FY 2022 Notice Inviting Application. You will find a webinar regarding absolute priority 3, absolute priority 4, and today's webinar. And any additional webinar will be announcing on Full-Service Community School's webpage. One additional item. Frequently asked questions will be posted on the webpage as well and will be updated as needed. Next slide.

For questions and inquiries, please email the US Department of Education at fscs@ed.gov. Also on this slide, you can also find information about our webpage. On behalf of the Full-Service Community Schools program, which includes Elson Nash, Jane Hodgdon, myself, my colleagues, Karen and James, we

thank you for viewing this webinar. We look forward to receiving your application, and this concludes today's webinar.