FY 2022 Full-Service Community Schools Grant Competition
Pre-Application Technical Assistance
Notice Inviting Applications (NIA) Overview
Recorded July 12, 2022

Jane Hodgdon: Welcome to the prerecorded overview of the fiscal year 2022, notice inviting applications for the Full-Service Community Schools program. I'm Jane Hodgdon, the group leader for the Full-Service Community Schools program. And I am really, really excited to share this information with you. We will not be able to take questions because this is pre-recorded, but we will provide our Full-Service Community School's email address at the end of the presentation.

So, back to the reasons I'm really excited about this fiscal year '22 Full-Service Community Schools competition, and this presentation. So first, before I came to the department of education, many, many years ago, I was a classroom teacher in Title 1A eligible schools. And I saw firsthand the challenges that my students and their families faced, as new immigrants, as families of men and women serving in the military, as students working to contribute to their families. I wish that I had the support and resources that a Full-Service Community School offers students, families, communities, and staff.

Second, since joining the department, my work has focused on partnerships, at community district, regional state and national levels. Those partnerships have been horizontal and they've been vertical. And for several years, I led the department's place based efforts, which included working closely with Elson Nash and the Full-Service Community Schools program, as well as some of the national organizations that support community schools. And finally, I'm really excited about this moment because the increase in funding, the opportunity to scale the work, and of course, after months of reviewing comments, drafting and revising notices and adjusting timelines, I am really excited that this competition is underway. If you're listening to this, that means the competition is definitely underway.

So, thank you for all of the work that you have done, the comments that folks have provided and the work you may be beginning to develop your Full-Service Community Schools application. Next slide, please. So we have a pretty full agenda or overview ready for you. Here's a list of the topics that we're going to cover in today's overview. So we're going to start by talking about the authorization, the purpose of the program and eligibility. We're going to go into the background and then talk about absolute priorities and competitive preference priorities.

Then we're going to discuss the application requirements, followed by the program requirements, then touch on definitions, spend some time discussing selection criteria, and then some of the more administrative pieces around submission and review of applications, and pre-application technical assistance and other resources. Next slide, please. So when the Elementary and Secondary Education Act was reauthorized in 2015, and it's also known as the, Every

Student Succeeds Act or ESSA, it included the Full-Service Community Schools program, and it's in sections 4621 through 4623 and 4625.

So Full-Service Community Schools program provides support for planning, implementation, and operation of Full-Service Community Schools that improve the coordination, integration, accessibility and effectiveness of services for children and families, particularly for children attending high poverty schools, including high poverty rural schools. The definition for a full service community school means a public elementary school or secondary school that a participates in a community based effort to coordinate and integrate educational, developmental family health, and other comprehensive services through community based organizations and public and private partnerships.

And provides access to such services in school to students, families, and the community such as access during the school year, including before and after school hours and weekends, as well as during the summer. Next slide, please. So moving on to a bit of background, I mentioned that Full-Service Community Schools was authorized in 2015, but the program made its first brand awards back in 2008, with $5 million. From 2008 to 2020, that's 12 years, of course, we have received 150 million in appropriations funding and made awards to 84 grantees. Those awards were up to $500,000 per year for five years. And over that time, we have seen an increase in the evidence of effectiveness of community schools.

Building on evidence and with the promise of additional funding in fiscal year 2022, we went through the rule making process to ensure that the program reflects what has been learned over the last 10 plus years. In January, 2022, we published a notice of proposed priorities. In February, we received public comments, which we use to revise and refine the priorities requirements, definitions, and selection criteria. The notice of final priorities addresses the comments that we received and the changes that we made.

The fiscal year 2022 notice inviting applications, or NIA, also reflects those changes. We received $75 million for the program this year. And after making continuation awards, we have approximately 68 million for new awards. We anticipate making about 40 awards across multiple slates, including capacity building and development grants, multi local education agency, or school district grants and state scaling grants. The per year funding has changed too. And now it ranges from $500,000 per year under capacity building and development grants to 10 million per year for the state scaling grant.

We have maintained the get per measure from ESEA and the requirement for a local evaluation, but we added that the evaluation needs to be an independent evaluation, and we added 13 required indicators. An additional and important change is the inclusion of the definition and requirement that applicants address the four pillars of community schools. And we will discuss all of those things in greater detail throughout this presentation. Next slide, please.

In fiscal year 2022, we have five absolute priorities in the competition, and we will only consider applications that address absolute priority one or absolute priority two, plus one of the additional absolute priorities, absolute priority three, capacity building and development grants, absolute priority four, multi local education agency grants, or absolute priority five, Full-Service Community Schools state scaling grants. So bear with me for a moment as we walk through what absolute priority one and absolute priority two are. Next slide, please.

Absolute priority one is the Title 1A schoolwide program eligibility. To meet this priority, applicants must propose to serve a minimum of two or more Full-Service Community Schools that are eligible for schoolwide program under section 1114(b) of the ESEA, and that's as part of a community or a schoolwide strategy. Next slide, please. Absolute priority two is Title 1A schoolwide program eligibility and rural school districts, small and rural or rural and low income. Applicants that apply under this priority must also apply under either absolute priority three, absolute priority four or absolute priority five. Next slide, please.

So in absolute priority two, applicants must propose to serve a minimum of two or more Full-Service Community Schools that are eligible for a schoolwide program under section 1114(b) of the ESEA, and include at least one LEA that satisfies the requirements of the small rural achievement program, SRSA or the rural and low income school program, RLIS. The notice inviting applications includes two important notes on this. First, it includes a link to the OESC webpage, where you can determine if an LEA or a district meets the SRSA or the RLIS eligibility. Second, there's a note that reminds applicants that a local education agency includes public charter schools that operate as their own LEA. Next slide, please.

So this side by side is intended to show the different configurations of absolute priorities one and two. So here you can see that on the left hand side in blue, you have absolute priority one, the Title 1A schoolwide program eligibility, and then an applicant under that priority would also select absolute priority three or absolute priority four or absolute priority five. In the small box at the bottom of the blue chart there, you can see that it would be either absolute priority one and absolute priority three, absolute priority one and absolute priority four or absolute priority one and absolute priority five.

Conversely, if an applicant decided to apply under absolute priority two, they would need to meet the Title 1A schoolwide program requirement, and they would need to address the rural school districts, small and rural or rural and low income. Once doing that, they would then also address absolute priority three or absolute priority four or absolute priority five. We will have additional prerecorded webinars that dive a bit deeper into absolute priority three, four, and five, but I do want to address each of those briefly. So next slide, please.

So absolute priority three is our capacity building and development grants. In absolute priority three, an applicant conducts initial development and coordination activities, including extensive community engagement that

leverage the findings of their needs assessment, which may be completed during or before the grant period to develop the infrastructure, the activities, and the partnerships to implement Full-Service Community Schools in two or more schools. And they also gather data on performance indicators.

Absolute priority three applicants are those that are really beginning their community school's work and are focused on building that capacity in order to execute the work. Next slide, please. For applicants that are ready to work across local education agencies or school districts, absolute priority five requires applicants to implement and sustain Full-Service Community Schools in two or more local education agencies. 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 local education agency.

I also want to point out that under absolute priority four, the eligible entity or the eligible applicant is the same as what was outlined in ESEA, meaning it is a consortium 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. Next slide, please. So finally, our absolute priority five grants are for those applicants who are ready to scale up their community schoolwork to the state level.

Absolute priority five applicants must include a written commitment of the state education agency to participate in the partnership, and to sustain the program beyond two years after the term of the grant. The applicant in partnership with the state education agency determines the number and percentage of state, local education agencies and the number and percentage of schools across those LEAs that will develop support and expand Full-Service Community Schools over the five year grant period. Additionally, an absolute priority five applicant must identify or ...

Jane Hodgdon: Absolute Priority 5 applicant must identify or establish a state steering committee, and that can be a previously existing body. The state steering committee needs to represent relevant community school stakeholders, including educators or other school staff, community school initiative leaders, education union, or association designees, family leaders that are participating in community school programs, community partners, such as service providers, early childhood education providers, such as head start 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 of the grant, which may include identification or selection of local education agencies that will partner in the development and implementation of two or more community schools in each LEA.

And there is the exception for LEAs that oversee a single school. In those cases, that LEA would only need to include one school. The roles and the responsibilities of the steering committee must be included in the required preliminary MOU. And we'll talk about that in greater depth in a moment.

Again, a quick reminder that the eligible entity for Absolute Priority 5 is the same as that for the full program. It must be a consortium of one or more LEAs or the Bureau of Indian Education and one or more community based organizations, nonprofit organizations, or other public or private entities. Next slide please.

So we discussed the absolute priorities. Now, in addition to those, the fiscal year 2022 competition has two competitive preference priorities, and both are worth up to five points. These two priorities come from the secretary's supplemental priorities, which were published in December 2021.

Next slide, please. The first competitive preference priority is meeting student social, emotional and academic needs. These are projects that are designed to improve student's social, emotional, academic, and career development with a focus on underserved students through one or more of the following priority areas.

First, creating education or work based settings that are supportive, positive, identity safe and inclusive with regard to race, ethnicity, culture, language, and disability status through developing trusting relationships between students, including underserved students, educators, families, and community partners.

Second, providing multi-tiered systems of support that address learning barriers, both in and out of the classroom that enable healthy development and respond to students' needs. And which may include evidence-based trauma informed practices and professional development for educators on avoiding deficit based approaches.

And finally, number 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. The second competitive preference priority is strengthening cross agency coordination and community engagement to advance systemic change. Again, this one is up to five points. And here, we offer priority to projects that are designed to take a systemic and 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.

Next slide, please. We're going to move on to discuss the application requirements. In order to be reviewed and considered for funding, an application is required to include the items that are listed on this slide. The description of the eligible entity, the preliminary memorandum of understanding, a description of the capacity of the eligible entity, a comprehensive plan, and an assurance that the eligible entity and partner entities will focus services on schools eligible for a schoolwide program under Section 1114B of the ESEA.

So the first here is the description of the eligible entity. And this is a description that would describe the primary applicant and its partners. Next slide, please. While an MOU has been a full service community school requirement since authorization, this year, we have adjusted and are requiring a preliminary memorandum of understanding be submitted with the application and a final MOU by the end of the first year of the grant.

For Absolute Priorities 3, 4 and 5, the preliminary MOU will be among all partner entities of the applicant identified at the time of the application that will assist the applicant to plan, develop, coordinate, provide, and evaluate pipeline services. And that describes the roles and responsibilities that the partners, including the broadly representative consortium will assume.

Additionally, under Absolute Priority 5, state scaling grants, applications must also include in their preliminary MOU a description of the state steering committee and the SEA's commitment to and partnership in the consortium, including the roles, responsibilities and commitment of the SEA to the partnership and the scaling of full service community schools to a percentage of state LEAs and where there is a commitment to sustain the program beyond two years after the term of the grant.

Next slide, please. The next application requirement is about the capacity of the eligible entity. And in this section, an applicant must provide a description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full service community schools in each of the LEAs included in the application.

The NIA includes a definition of pipeline services, but I want to read through it now. So a pipeline service means 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 a minimum strategies to address through services or programs the following: High quality, early learning, childhood education programs, high quality school and out of school time programs and strategies, support for a child's transition to elementary school and 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.

It also includes 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, and that 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 supports and juvenile crime prevention and rehabilitation programs.

Next slide, please. One of the five application requirements is a comprehensive plan, and that comprehensive plan has a number of components. They include the student, family and community that will be served, the needs assessment, annual measurable performance objectives, and outcomes, pipeline services, description of the pillars of full service community schools, plans to ensure that each full service community school has a full time coordinator, plans for an annual evaluation and plans for sustaining programs and services.

And we'll go into each of these items. Next slide, please. So the first item of the comprehensive plan, the description of the student, families and community to be served is consistent across all of the absolute priorities. And while similar Absolute Priorities 3, items B and C are a little bit different.

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 item B, and their plan for developing measurable performance objectives and outcomes. Absolute Priority 4 and 5 applicants must describe their needs assessment and their annual performance measures.

Next slide, please. Similarly, the pipeline services under Absolute Priority 3 require an applicant to describe their plan to identify and develop pipeline services. Ultimately, Absolute Priority 3 grantees will need to coordinate three existing services with two new services over the course of their five year grant. And we discussed the definition for pipeline services earlier, and just a reminder that it is in the notice inviting applications in the definition section.

Next slide, please. The comprehensive plan also includes the pillars of full service community schools. And this is the first year that the program has required that applicants describe the pillars of full service community schools, which are integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement and collaborative leadership and practices.

These 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 that they do not already have in place. We're going to walk through those four pillars.

Next slide please. So the first pillar is integrated student supports. An integrated student supports at a community school that provide in-and-out of school support for students, address wellbeing and address out of school barriers to learning through partnerships with social and health service agencies, including mental and behavioral health agencies and providers, and coordinated by a community school coordinator, which may include medical, dental, vision care, and mental and behavioral health services, including mental health literacy for students and staff and trauma informed services to prevent intervene and mitigate adverse childhood experiences, and individuals to assist with housing, transportation, nutrition, citizenship preparation, or criminal justice issues and other services.

Next slide, please. The second pillar focuses on expanded and enriched learning time and opportunities through evidence-based strategies, including before school and after school, during school, weekend and summer programs that provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities for students at a community school that may emphasize real world project-based learning where students can apply their learning to contexts that are relevant and engaging, and may include art, music, drama, creative writing, hands on experience with engineering or science, including computer science, career and technical education, tutoring that is aligned with classroom success and homework help, and recreational programs that enhance and are consistent with the school's curriculum.

Next slide, please. The third pillar is active family and community engagement. And that should bring parents and families of students at the community school and community members and leaders into the school as partners in students' education, including meaningfully involving parents and families in the community school's decision making 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 supportive services and providing centralized supports for families and communities and community schools, which may include English as a second language classes, citizenship preparation, community ... computer skills, art-

Jane Hodgdon: Community skill, computer skills, art, housing assistance, child abuse and neglect prevention supports, health and mental health, literacy programs, digital literacy training, or other programs that bring community members into a school building for meetings, events, or programming.

Next slide, please. The fourth and final pillar is 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 representation of student, parent, and family leaders, and a community voice, a community school coordinator, and a community-wide leadership team. And

may include other leadership or governance teams, community school steering committees, or other community coalitions, educator learning communities, and other staff to manage the multiple complex joint work of school and community organizations.

Next slide, please. The comprehensive plan must also include a full-time community school coordinator, and that means an individual in a full-time position at each community school who serves to plan, integrate, coordinate, and facilitate the delivery of pipeline services at each school. The coordinator may also lead the school and the community assessment of needs and assets and identify ways to sustain the services and partnerships beyond the duration of the grant. The ESEA requires that the full service community school coordinator be full-time at each school site.

Next slide, please. The authorizing language from ESEA requires an annual evaluation. In fiscal year 2022, we included a requirement that it be an independent evaluation. So an applicant must, in addition to providing the information and assurances that are 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 indicators on the next slide and finally make the results of the evaluation publicly available.

Next slide, please. New to fiscal year 2022 is a set of 13 indicators. They include student chronic absenteeism rates, student discipline rates, including suspensions and expulsions, school climate information, which may come from student, parent or teacher surveys, provision of integrated student supports and stakeholder services, expanded and enriched learning time and opportunities, family and community engagement efforts and impact, information on the number qualifications and retention of school staff, including the number and percentage of fully certified teachers disaggregated by race and ethnicity, rates of teacher turnover and teacher experience and graduation rates.

Additionally, 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 initiative level partners, such as LEA representatives, city or county officials, children's and youths cabinets, nonprofit service providers, public housing agencies and advocates, regularly assessing program quality and progress through individual student data.

Participant feedback and aggregate outcomes to develop strategies for improvement and organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment.

Next slide, please. To bring the pieces of the evaluation requirement together, an applicant develops annual performance objectives and outcomes. An applicant commits to an independent evaluation, including collecting and reporting data on the 13 required indicators, using evaluation to refine and improve activities, completing an annual evaluation, and then making the results of the evaluation publicly available. The program measure for the full program is an increase in the number and percent of families and students targeted for services each year.

And this is in order to ensure that children are prepared for kindergarten, achieving academically and safe, healthy, and supported by engaged parents.

Next slide, please. As we wrap up, the final component of the comprehensive plan is a plan to sustain programs and services after the grant period. The final application requirement is an assurance that the eligible entity and its partner entities will focus services on schools that are eligible for a school-wide program under section 1114(b).

Next slide, please. If funded, there are also a number of program requirements that a grantee must meet. First, a grantee must provide matching funds. Second, a grantee may use up to 10% of their total award for planning purposes in year one. Grant funds shall be used to coordinate at least three existing services and provide at least two additional services at two or more schools. To the extent practicable, integrating multiple pipeline services at two or more schools. For AP four and five grantees, integrating pipeline services at two or more schools in each local education agency with the exception of those LEAs that oversee a single school.

And if applicable, coordinate and integrate services by community-based organizations and government agencies. Grantees must use an independent evaluation to conduct annual evaluation of the progress achieved to refine and improve activities and to make results publicly available. And finally. Submit a final MOU at the end of the first year of the grant. The MOU should be among all partners in the eligible entity that will assist in the planning, development, coordination, provision and evaluation of pipeline services and that describes the roles and responsibilities that the partners, including the broadly representative consortium, will assume.

Next slide, please. The full notice inviting applications includes 32 definitions from a variety of sources, such as ESEA or other regulations. The notice of final priority includes four new definitions. There are two that we have discussed in previous slides, but I want to dive into the other two in this slide. The broadly representative consortium 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, nonprofits, government, philanthropy, and the business community.

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 organizations, grants, policies, and programs for students from high need schools.

Next slide, please. For absolute priorities three and four, applications will be reviewed against six selection criteria. Those include the need for a project, the quality of project design, quality of project services, adequacy of resources, the quality of the management plan and the quality of project evaluation. Absolute priority five applicants will also be assessed on their strategy to scale their program.

Next slide please. So under need for project, we will be looking at the extent to which the proposed project will provide support, resources and services, close gaps in educational opportunity or otherwise address the needs of the targeted population, including addressing the needs of underserved populations most impacted by the issue, challenge or opportunity to be addressed by the proposed project.

Next slide please. Under quality of project design, we'll be looking at 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. Under quality of project services, we'll be looking at the extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators, and staff, beneficiaries of services, school leadership, and community leadership.

Next slide, please. We'll also be assessing applications on the adequacy of resources. And here, the focus is on 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. Under quality of management plan, we'll be looking at 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. Also, looking at the extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families.

And then finally, the accuracy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Next slide, please. Under quality of project evaluation, we'll be looking at the extent to which the methods of evaluation 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 prog progress toward achieving intended outcomes. And finally, the extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes.

Next slide, please. Under absolute priority five, state scaling applications will also be assessed on their strategy to scale the extent to which the applicant demonstrates its commitment and strategy to scale full service community schools at the statewide level. And here the secretary will consider the number and percentage of LEAs and the number and percentage of schools within each LEA that the applicant, the SEA and other partners propose 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-

Jane Hodgdon: The representative consortium and the state steering committee to ensure that the proposed process, product, strategies or practices can be further developed and brought to scale, based on the regular findings of the proposed project and its independent evaluation. Next slide please.

So we've completed the review of all of the selection criteria. We're now going to move into the eligibility. The notice inviting applications also includes information about eligibility requirements, including a description of an eligible applicant; cost sharing or matching, which means that an eligible applicant for an award shall provide matching funds through non-federal contributions, either in cash or in kind donations. The applicant must propose the amount of cash or in kind resources to be contributed for each year of the grant.

The Bureau of Indian Education may meet the matching requirement using federal funds, using funds from other federal sources. There is also a supplement, not supplant requirement. Grantees must use Full-Service Community 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 46, 25 of the ESEA. Indirect cost rate information. We want to highlight that this program uses a restricted indirect cost rate and flag that we have provided a link in the notice inviting applications, where applicants or prospective applicants can find more information about how to obtain an indirect cost rate. We want to note that this program does not include any program specific limitation on administrative expenses; however, all administrative expenses must be reasonable and necessary, and conform to the

Cost Principles described in 2 CFR part 200, subpart E of the uniform guidance. And finally, regarding subgrantees: a grantee under this competition may not award subgrants to entities to directly carry out project activities described in the application. Next slide please.

The notice inviting applications includes information about submitting an application, and I also want to point out that the Full-Service Community School's webpage will also have a set of application instructions to assist applicants. So first, the application submission instructions: applicants are required to follow the common instructions for applicants to Department of Education discretionary grant programs, and that was published in the federal register at the end of December 2021 and is available on the federal register. It contains the requirements and the information on how to submit an application. And please note that these common instructions do supersede the version published in 2019; and in part, describe the transition from the requirement to register in Sam's and have a DUNS number to the implementation of the UEI.

For submission of proprietary information, we want to alert you that given the types of projects that are proposed in applications for the Full-Service Community Schools program, we understand your application may include business information that you consider proprietary. So we define business information and describe the process we use in determining whether any of that information is proprietary, and thus protected from disclosure. Because we plan to make successful applications available to the public, you may wish to request confidentiality of business information. So consistent with executive order 12 600, please designate in your application any information that you believe is exempt from disclosure under exemption four.

The recommended page limit is 150 pages, and uses double spacing and a font of 12 points or larger; and that is to assist our reviewers in being able to review the applications that we receive. That doesn't include the cover sheet, the budget section, including the narrative budget, justification, the required preliminary memorandum of understanding, the assurances and certifications, or the one page abstract, any resumes or any kind of bibliography or letters of support. However, the recommended page limit does apply to all of the application narrative.

Finally, we are requesting that applicants submit a notice of their intent to apply, and we do this because it helps us plan for our peer-review process. If we have a better understanding of the number of entities that intend to apply, we're able to better plan. Therefore we do encourage each applicant to notify the department of their intent to submit an application. That is done through email, to our Full-Service Community School's email address.

It's important to note that applicants are not required to submit the intent to apply. Any applicant that does not notify us of their intent to apply may still submit their application; and conversely, applicants that do submit a notice of

intent to apply are not bound to apply, or bound by any of the information that is included in their notice of intent to apply.

The notice of intent to apply will be 30 days after the notice inviting applications is published. The deadline for submission of applications is 60 days after the notice inviting applications is published, and we anticipate making awards by the end of December 2022. Next slide, please.

To help set some expectations around timing. We want to share what happens after you submit your application; because it is a multi-layered review process and takes time to ensure that it is fair and thorough, and respects the time and effort that we know goes into submitting these applications. So in the first box, we'll be conducting a preliminary review of the applications to confirm that all the forms and information required by the statute, the regulations and the notice inviting applications, have been submitted in order to further consider the application for Full-Service Community Schools funding. We note that during this subsequent application review process, it's possible that we will identify additional information that wasn't found in the preliminary review, requiring us to remove an application from further consideration because of ineligibility.

In the second box, the applicants 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 selection criteria, statutory priorities, and the competitive preference priorities. The panel is given time to discuss the applications, and their scores and comments. The three reviewer scores are then averaged 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 relative and 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.

In the third box, after the peer review, program staff review the peer reviewer's recommendations, budgets and 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 can be a bit lengthy and involved.

In the fourth box, we're finally working to collectively confirm that all applicants on the final slate are eligible for Full-Service Community Schools funding, and then recommend those to the secretary in a particular rank ordered list of awards made using fiscal year 2022 funds, which must be made by the end of the calendar year. We will first notify your congressional delegation and allow them to be first to 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 their peer review comments. Next slide, please.

As we wrap up this presentation, I want to call your attention to the types of technical assistance we are providing to fiscal year '22 Full-Service Community Schools applicants. So in addition to this recorded webinar, we're developing a set of prerecorded webinars that we'll focus on each of the absolute priorities.

Absolute Priority 3, capacity building and development grants; Absolute Priority 4, multi-local education agency grants; and Absolute Priority 5, Full-Service Community Schools, state scaling grants. Any additional webinars that will be held will be announced on our Full-Service Community School's webpage. And finally, we'll have a set of frequently asked questions that are on our competition webpage too. We'll be adding to those, so if you have a question that is not answered yet, please do submit it. Next slide please.

And here's where your question should be submitted. This is our Full-Service Community School's email address: FSCS@ed.gov. We also have a link here to our landing page for our Full-Service Community School's webpage. It has a number of subpages; we encourage you to explore it, become really familiar with our webpage. That is where you will find our most updated information.

So on behalf of our Full-Service Community Schools team, I want to thank you for taking the time to view this webinar, and I hope that you have founded helpful. Our Full-Service Community Schools team includes Elson Nash, the Director of the School Choice and Improvement programs in the office of elementary and secondary education. The team includes me, Jane Hodgdon, a group leader; Yuliana Brewster; Karen Ford-Jackson; and S. James Guitard. Next slide, please.

Again, thank you for your time. We hope this is helpful. Please reach out to us through our email with any questions that you have. Thanks.