

**Full-Service
Community Schools
and Promise
Neighborhoods
FY 2022 Notice
Inviting Applications**

Office of Elementary & Secondary
Education (OESE)

School Choice and Improvement
Program (SCIP)



Full-Service Community Schools (FSCS) Program

Authorization, Purpose, & Definition

Authorized by sections 4621-4623 and 4625 of ESEA

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

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

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

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

Background

FY 2010 - 2020

\$150 mil funding

84 grants

\$500k per year
for 5 years

GPRM measure +
local evaluation

Authorized by
ESEA (2015)

Increase in
evidence of
effectiveness

FY 2022 Rulemaking

Jan 2022 Notice
of Proposed
Priorities

Feb 2022 Public
Comments

June 2022
Notice of Final
Priorities

FY 2022 NIA

\$75 mil funding

~40 grants

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

GPRM measure +
independent
local evaluation
+ 13 indicators

Pillars of full-
service
community
schools

Absolute Priorities (APs)

AP1: Title IA Schoolwide Program Eligibility

AP3: Capacity
Building and
Development
Grants

AP4: Multi-
Local
Educational
Agency
Grants

AP5: FSCS
State Scaling
Grants

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

AP1: Title IA Schoolwide Program Eligibility

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

Absolute Priorities (APs)

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

AP3: Capacity Building and Development Grants

AP4: Multi-Local Educational Agency Grants

AP5: FSCS State Scaling Grants

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

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

To meet this priority, applicants must propose to serve:

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

AP1: Title IA Schoolwide Program Eligibility

AP3: Capacity Building and Development Grants

AP4: Multi-Local Educational Agency Grants

AP5: FSCS State Scaling Grants

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

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

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

AP3: Capacity Building and Development Grants

AP4: Multi-Local Educational Agency Grants

AP5: FSCS State Scaling Grants

Competitive Preference Priorities (CPPs)

CPP1: Meeting Student Social,
Emotional, and Academic Needs

- Up to 5 points

CPP2: Strengthening Cross-Agency
Coordination and Community
Engagement to Advance Systemic
Change

- Up to 5 points

Submission of Applications

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

Submission of Proprietary Information

Recommended Page Limit and Formatting

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

Deadline for submission of application is 60 days (Sept.12) after the Notice Inviting Applications is published.

Awards made by December 30, 2022.

Pre-Application Resources and Technical Assistance

AP3 Capacity Building and Development Grants
Presentation

AP4 Multi-Local Educational Agency Grants
Presentation

AP5 FSCS State Scaling Grants Presentation

Any additional webinars will be announced on the
FSCS webpage.

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

Contact Information

Program email address: FSCS@ed.gov

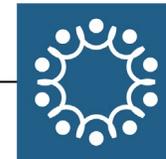
Webpage: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/>

Full-Service Community Schools Team

- **Elson Nash**, Director, School Choice and Improvement Programs
- **Jane Hodgdon**
- **Yuliana Bruister**
- **Karen Ford-Jackson**
- **S. James Guitard**



A Brief Overview of the Promise Neighborhoods Program & Considerations for Prospective Applicants



Promise Neighborhoods Statute

- The Promise Neighborhoods program is authorized under the Elementary and Secondary Education Act of 1965, as amended (ESEA). The program authority is 20 U.S.C. 7273–7274.
- All applicants are strongly encouraged to read the program statute prior to submitting a proposal for the FY 2022 Promise Neighborhoods competition.

Promise Neighborhoods Grantees

| Fiscal Year | Type of Award | Number of New Awards |
|-------------|----------------|----------------------|
| FY 2021 | Implementation | 8 |
| FY 2018 | Implementation | 3 |
| FY 2018 | Extension | 3 |
| FY 2017 | Implementation | 4 |
| FY 2016 | Implementation | 6 |
| FY 2012 | Planning | 10 |
| FY 2012 | Implementation | 7 |
| FY 2011 | Planning | 15 |
| FY 2011 | Implementation | 5 |
| FY 2010 | Planning | 21 |

Brief Overview of Promise Neighborhoods

- At its core, it involves engaging many partners in a specific community to build a “continuum of solutions” - or cradle-to-career pipeline of family and community supports – with great schools at the center
- The approach was inspired by the work of the Harlem Children’s Zone
- It describes both a grant program **AND** an approach to improving outcomes for children and youth

Lead Applicant of Promise Neighborhoods

- The grantee may be a nonprofit, institution of higher education or tribal organization
- The grantee usually serves as the lead agency - or backbone organization – to help convene a set of cross-sector partners, including schools, districts, families, and nonprofits.
- The grantee is responsible for both administering the grant **AND** convening and supporting the partners that comprise the cradle-to-career pipeline



Success Factors

PN as an approach

- Involves aligning contributions of many partners in the service of each of the PN results and associated indicators from cradle-to-career
- Using data to measure and drive performance at both the program and population levels
- Requires leaders and partner organizations to think beyond programs and services (e.g., policy and systems change) and often adopt new mindsets and behaviors
- Can be used with or without a PN grant!

PN as a grant program

- Refers to implementation grants made by the U.S. Department of Education
- Requires lead agency to implement PN approach in addition to providing successful oversight and management of a complex grant program
- This includes regular reporting on progress toward achieving the PN results as well as capacity to effectively manage a large federal grant
- Grantees have access to a range of technical assistance from ED and its partners to support successful implementation.

Promise Neighborhoods must be willing and able to both implement the approach and manage their grants!

PN Lessons Learned

- Navigating both the grant program and the approach
- Measuring and managing performance at both the population and program-level
- Being willing to rethink organizational structures and roles
- Strengthening and deepening relationships with schools and districts
- Thinking early about a phased approach to the work and how it will be sustained beyond the five-year grant

Considerations for Prospective Applicants

- *How will we ensure our lead agency has the capacity to manage the work?*
- *How might our partnership leverage the proposal development process itself to build buy-in and generate value for our community?*
- *How will we engage a wide range of partners, including young people and families?*
- *How might our partnership move forward to implement aspects of our proposal if we are unsuccessful in securing a grant?*

Funding Considerations

How much is available?

Answer: Roughly \$18M for 3 awards

What is the average award amount?

Answer: Roughly \$5M each year for 5 years.

What is the deadline?

Answer: October 7, 2022

When are grants awarded?

Answer: By December 30, 2022

Resources

- Promise Neighborhoods Websites:
 - <https://promiseneighborhoods.ed.gov>
 - <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/promise-neighborhoods-pn/>
- Notice Inviting Applications & Application Package
 - <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/promise-neighborhoods-pn/applicant-info-and-eligibility/>
- Developmental Pathway for Achieving Results
 - <https://www.policylink.org/resources/pni-developmental-pathway>
- Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results
 - <https://www2.ed.gov/programs/promiseneighborhoods/pndataguidance.pdf>