

FY 2022 Full-Service Community Schools Grant Competition
Pre-Application Technical Assistance
The Role of Local Educational Agencies (LEAs)
Presented August 10, 2022

Speaker 1: Welcome and thank you for joining today's conference, fiscal year 2022, FSCS competition, the roles of LEAs. Please note that all audio connections are muted for the duration of this conference. You are, however, welcome to submit written questions throughout the presentation. Please open your chat panel by using the associated icon in the toolbar at the bottom of the webinar screen and select everyone before submitting your question. If you do not see the toolbar, please move your cursor and it will appear. If you are in a mobile device, tap your screen to display the toolbar.

Closed captioning is available by clicking the live caption/closed captioning icon in the toolbar. Captions will appear at the bottom of your screen. You may also view the full transcript by clicking on subtitle settings from the closed captioning icon. If you need assistance, please send a chat and address the event services host. With that, I'll turn the call over to Jane Hodgdon group leader. Please go ahead.

Jane Hodgdon: Thank you so much and welcome everybody to today's webinar. This is the Full-Service Community Schools, Fiscal Year 2022, Notice Inviting Applications session, where we're going to focus on the role of local education agencies and absolute priority for multi-local education agency grants. I am joined today by Karen Ford-Jackson. She's a management and program analyst on our team and serves as the program officer for a number of grants. She will also be presenting some of the slides. Then, we also have Elson Nash, the director of school choice and improvement programs. That's the umbrella division under which Full-Service Community Schools is located.

Before I begin, I just want to cover a couple of webinar logistics. First, as you heard from [inaudible 00:01:56], the webinar is being recorded and a copy will be available on our Full-Service Community School's webpage. For any questions about the content of the webinar, please contact our team. We have the email address on the last slide that you'll see, but it is also FSCS, so as in full service community schools, at ed.gov. Then, the other thing that I want to share is that while we are highlighting a lot of really rich information today, I want to emphasize that the program regulations and application requirements that are in the notice inviting applications are the official documents that are governing the competition.

With that, next slide, please. This is an overview of all the topics that we're going to cover today. There are going to be places where we try to move quickly so that we can make sure we cover a lot of information here. We'll start off by talking a little bit about eligibility, and then move into the role of local education

agencies. Then, talk about the overview across absolute priorities, three, four, and five, competitive preference priorities. Then, we'll really move into some of the more specifics on absolute priority four, addressing program requirements, selection criteria, submission of applications, and resources to wrap things up. Next slide, please.

All right, so as we dive into the eligibility, I want to remind everyone that 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. Eligible applicants are a partnership between one or more local education agencies. We use that term, it's often commonly referred to as a school district. A partnership of either a school district or the Bureau of Indian Education, and one or more community-based organizations, non-profit organizations, or public or private entities.

The award limits under absolute priority three, we will award up to 2.5 million over five years. Absolute priority four, multi-local education agency, we will award up to 15 million over five years, and absolute priority five, our full-service community school state scaling grants will award up to \$50 million over five years. The notice of intent to apply is due this Friday, August 12th. This is an optional notice of intent to apply. It is helpful for us if we have a sense of how many applications we can expect, because that helps us make plans for our peer review. If you do submit an intent, you are not required to then submit an application. Conversely, if you do not submit an intent, you may still submit an application. Your intent will not be coupled with your application in any way.

The deadline for submission of the applications, and so this is the major deadline to pay attention to, is September 12th, 2022. We will make our awards by December 30th, 2022. Next slide, please. We wanted to emphasize the role of local education agencies in full-service community schools. This is largely focused on the grant program, but many of these ideas are also relevant across the concept of community schools. In our program and a local education agency, and I'm going to start using the term LEA, just to be a bit more brief, an LEA can be the lead applicant and LEA must be a partner in any application that comes in. That's true under absolute priority, three, four, or five. An LEA works closely with and supports the individual schools that are community schools, where the programming is taking place.

An LEA can identify ways to scale to more schools in the LEA, including through policies, budget, and technical assistance. The LEA also can work with community-based organizations, non-profits, public, or private organizations. Then, finally the LEA can work closely with the state educational agency. That might be important when thinking about longer term sustainability or moving toward the idea of state scaling and technical assistance that the state may be able to provide as well. Next slide, please. All right. If somebody is considering submitting an application for the fiscal year 2022 competition, the first thing

that they all need to do is to determine if they want to apply under absolute priority one or absolute priority two.

The difference is that absolute priority one is about school-wide Title I-A program eligibility. To meet this priority, applicants must propose to serve at least two or more full-service community schools that are eligible for a school-wide program. That's as part of a community or a district-wide strategy. As some of you may be familiar, school-wide eligibility usually refers to a school that serves 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 that are enrolled in that school are from low-income families. I also hope that you were able to catch my emphasis on the term eligible. There are some schools that are eligible to be a Title I school, but may for whatever reason have chosen not to take a school-wide approach.

But if they are eligible, then they may be one of the two required schools to meet absolute priority one. Under absolute priority two, that requirement around serving two or more schools that are eligible for the school-wide program is also a dynamic, an aspect or requirement. In addition to that, an applicant needs to include at least one local education agency or LEA that satisfies the requirements of the small rural school achievement program, or the rural and low-income school program. Now, the notice inviting applications includes two important notes on this. First, there's a link to the department's webpage, where you can determine if that LEA meets the criteria or as listed as an eligible LEA for SRSA, small rural school achievement, or RLIS, rural low-income school program.

The other point that I want to make is that the term local education agency is defined in our notice inviting applications, and we have a note in our application that reminds all applicants that an LEA can be a public charter school if it operates as their own LEA. Next slide, please. All right, so we talked about absolute priorities one and two. Then, this slide is giving you a visual about once you've decided, if you are going to be applying under absolute priority one or absolute priority two, you then need to decide what is the other priority that you're going to apply under. There's absolute priority three, which is capacity building and development grants, that's in the green.

This priority requires that grantees conduct initial development and coordination activities, including extensive community engagement that leverage the findings of their needs assessment. The needs assessment can be completed during or before the grant period. It's designed to help develop the infrastructure, the activities, and the partnerships to implement full-service community schools in two or more schools. Absolute priority four, in the yellow, is our multi-local education agency grant. This one requires that grantees implement and sustain full-service community schools in two or more LEAs. The project must coordinate and provide services at two or more full-service community schools in each of those LEAs, with the exception of any LEA that only oversees a single school.

For example, if a charter school is an LEA and is one of the LEAs that's going to be involved in this, and there is only one actual school in that charter school, in that case, they would not need to serve two schools in that LEA. We have another image later in the deck that helps to flush some of that out. Then, finally, we have the burnt orange, absolute priority, five. The full-service community schools' state scaling grant. This priority allows for formalizing coordination with a state education agency to scale and sustain the community schools program. In other words, it is geared for entities that are interested in scaling their full-service community schools at that state level. It includes partnering with the state Department of Education.

All right, next slide, please. On our website, which you'll hear us talk about quite a bit, we have a new resource that we're excited about. It's a couple weeks old, but still kind of new. It is a brochure that gives a graphic overview of the notice inviting applications, and this chart, it comes directly from it. This is an overview that helps folks distinguish the differences between the different absolute priorities. For example, at the top, it does address absolute priorities one or two, attempts to make very clear that after doing that an applicant must select either absolute priority three, four, or five. You can see the maximum amount of award under each of those priorities. You can also see who the eligible entity is.

In this case, the eligible entity stays the same across all of these. It is either one or more LEAs or the BIE, and that LEA or BIE must be in partnership with one or more community-based organizations or non-profit or public or private entities. That's one bucket there. They are serving two or more schools under that absolute priority. Under absolute priority two, same eligible applicants and entities, but serving at least two local education agencies, that are involved in that partnership. Under absolute priority three, the number or percentage of LEAs needs to be determined in partnership with the state education agency.

The project period is the same across all with the exception that under absolute priority five, there's a commitment to sustain beyond two years after the term of the grant. Under all of these absolute priorities, up to 10% of the total award can be used for planning in year one. Next, we address how many schools, the minimum number of schools. We covered that, it's going to vary under absolute priorities four and five when you have multiple local education agencies, or depending on the number of LEAs or the percentage of LEAs that are selected under a state scaling grant. The preliminary MOU is required under all of them.

The difference would be under absolute priority five there's a requirement that the state education agency be formally committed to the partnership and that there is the development or use of a state steering committee. Selection criteria under absolute priorities two, or excuse me, three and four are the same and under absolute priority five, it includes a criterion that is strategy to scale. There are two competitive preference priorities, and these are consistent across all of the absolute priorities. Next slide, please. Diving just a bit deeper into absolute priority four, because that will be an emphasis in this conversation, in this

presentation. To meet this priority an applicant must propose a project to implement and sustain full-service community schools in two or more LEAs.

We've discussed who the eligible applicant is, but as we were receiving comments during our policy making process, we did hear that folks really wanted us to emphasize that the eligible applicants are consistent with the authorizing legislation. The lead applicant can be an LEA or it can be the BIE, or a lead applicant can be a community-based organization. Can be a non-profit or a public or private entity. One example is we have a number of institutes of higher education, college university that may serve as that lead applicant. Then, as we mentioned before, it is required that at least two schools are served in each local education agency or each school district with the exception of LEAs that only oversee a single school.

Next slide, please. There are two competitive preference priorities, and I want to take just a minute to talk through those. This is the first one. It is meeting student's social, emotional, and academic needs. It is worth up to five points, and it is from the secretary's supplemental priorities, which published in December of 2021. This is a competitive preference priority that is focused on underserved students. It would include one or more of the following priority areas. 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 the development of trusting relationships between students, educators, family, and community partners.

The second is providing multi-tiered systems of support that address learning barriers. Those can be in or outside of the classroom, and that enable healthy development and respond to students' needs and may include evidence-based trauma, informed practices, and professional development for educators on avoiding deficit-based approaches. Then, finally, creating and implementing comprehensive school-wide frameworks. Examples includes 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 also up to five points.

This competitive preference priority is strengthening cross agency coordination and community engagement to advance systems change. The focus here is on 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. In both of these competitive preference priorities, you see that it says up to five points. Peer reviewers will determine the amount of points that they believe. The response, the narrative that addresses these, they will determine how many points are awarded. Next slide, please.

Okay. This slide is intended to just really give another graphic. We've heard that this is pretty complex because there are these many different priorities. I am

looking at the slide and seeing that I made a mistake on it. The slides that are published on our website will have this correction. This should be AP3 on the left, and that is going to have a local education agency, one or more, a community-based organization, CBO, one or more, and two schools. It can have more, but that's the minimum under AP3. Under AP4, that's the center one, again, so chagrined about this mistake, you'll see the LEA there needs to be one LEA. There needs to be a second LEA. There can be more. You'll have a community-based organization, one or more. Then, there would be the four schools. It can have more.

Again, we've got the caveat down there about the single school LEAs. Then, under absolute priority five, there will be at least one LEA. Depending on the number and percentage that are determined with the state education agency, there will be additional local education agencies. There will be at least one community-based organization. There will be the state education agency. I had a presentation yesterday with a focus on state education agencies. It's important to emphasize they are not eligible to be the lead applicant that is related to our authorizing legislation, but they are a required partner under absolute priority five. In this one, the number of schools will depend on the number of LEAs and there will be two per LEA. With that, I'm going to pause. I'm going to turn to Elson and ask him if there are any specific questions or issues that are coming up that we want to give voice to. Elson?

Elson Nash: Sure, Jane. We've gotten a lot of questions that I've been fielding in the chat. There's been a lot of questions around ... There was a question to repeat the point, whether a single school that is in its own LEA and works in partnership with community groups is eligible to apply. I think maybe they are talking about under absolute priority two, typically, for a single school district, typically absolute priority one because it's one, one school district typically would apply. I think that's what they're trying to get at, Jane.

Jane Hodgdon: Okay. Can I take a stab?

Elson Nash: Yeah, please.

Jane Hodgdon: All right. I know I have really challenged this conversation with my error on these three columns here, but under absolute priority three, that single school LEA could apply, but they would need to serve at least two schools. That's part of our true absolute priority one. They must serve at least two schools that are eligible under Title I-A school-wide. Under absolute priority four, if that single school LEA were partnered with another local education agency, they could apply together. One would take the lead. They would partner with the community-based organization and they would serve at least three schools, for example. Two under the other local education agency and a single if indeed that is a single school serving LEA.

Elson Nash: Jane, we have a really interesting question. It's the first time that I've seen this. This one says our state allows schools with under 40% free and reduced lunch

numbers to apply for a waiver to allow for a Title I school-wide program. Would a school that is eligible for this waiver be eligible or considered one of the two Title I school-wide schools? Yeah, that's a good one. That's a good one.

Jane Hodgdon: That is a good one. I think in that case, if one of the schools that you're planning to serve, if they have the designation, whether it's through requesting a waiver or otherwise, I believe they would be eligible. But if you'd like to send us an email, we can confirm with our program attorneys and just make sure that we're giving you the right information. Then, we can also add it to our FAQs.

Elson Nash: Yup. That was a good one. That's the first time I've heard that one. The next one that just popped up from the same person, and the answer is, well, you'll see it. If we apply to serve more than two schools, do all the schools need to be Title I school-wide eligible? For that, all of the schools, you just have to have those two that are school-wide, but the additional schools do not have to be. Can an ISD apply? I guess they're talking about an independent school district. I think that's what she's saying. It's a school district, and as long as it abides by our definition of an LEA, I would say, yes.

Jane Hodgdon: I would agree. All right.

Elson Nash: I think that's it, Jane. I think I've answered all of ... Oh, intermediate school district. Yeah, I would say yes still. If there's a problem, send us a FAQ with the clear definition of your intermediate school district. All right, you go ahead, Jane. Any other questions that pop up, I'll go ahead and answer them.

Jane Hodgdon: Okay. We did get one more asking about if the lead LEA has to be a Title I school-wide, and the lead, the school district doesn't have to. School-wide is a designation at the school level. It's the schools that are being served. With that, actually, we're going to turn it to Karen. Can we go to the next slide and Karen's going to take the baton for us.

Karen Ford-Jack...: Hello, everyone. Now, if you would take a look, I'll give them a minute to get the next slide up. Excellent. Now, if you would take a look at the next slide, we will review the application requirements. If you take a look at the screen, they listed five requirements on the slide and I will review those five requirements. Description of eligible entity, preliminary MOU, description of capacity of eligible entity, comprehensive plan, assurance that eligible entity and partner entity will focus services on school eligibility for school-wide programs under Section 114(b) of ESEA. Next slide, please. Now, let's talk about these requirements. Description of the eligible entity.

Please ensure that you are describing this eligible entity in your application. The second is a preliminary MOU. The MOU must include all of the partner entities of the eligible entity. In addition to identifying at the time of the application, you must assist the eligible entity with the plan, the development, the coordination, and providing an evaluation of pipeline services that describes the roles and

responsibilities of that partnership. Including the broadly representative consortium they will assume. You also need to have a description of the capacity of the eligible entity to coordinate and provide those crucial pipeline services at two or more of the full-service community schools and each of the LEAs included in the application.

Please remember that MOU is intended to just be an assistance. It's the memorandum of understanding so that everybody is on the same page. Next slide, please. Now, we're going to dive into the application requirements for absolute priority number four. If you take a look at my slide, you will see the comprehensive plan. A, student, family, and school community to be served. B, the needs assessment. C, the annual measurable performance objectives and outcomes. D, the pipeline services. E, the descriptions of pillars of full-service community schools. F, plans to ensure that each full-service community school has a full-time coordinator.

G, plans for an annual evaluation and H, plans for sustaining programs and services. Now, over the next couple of slides I will explain those areas in detail. Next slide, please. Comprehensive plan, items A, B, and C will be discussed on this slide. Please note that regarding the plans for the needs assessment in AP3 versus AP4 and 5, is having the needs assessment. Comprehensive plan, A, B and C. For items A, the applicant should provide a description of the student, family, and school community to be served, including the demographic information. The items of the comprehensive plan is consistent across all absolute priorities.

While similar across absolute priorities, AP3 items, B and C are a bit different. Recognizing that AP3 applicants are building capacity and beginning to develop the full-service community schools, they need to describe their plan for conducting the need assessment and their plan for developing measurable performance objectives and outcomes. AP4 and 5 applicants must describe their needs assessment and annual performance measure. For item B, specifically for absolute priorities 4 and 5, applicants need to provide a description of their needs that will be identified in the academic physical, non-academic, health, mental health, and other students, families, and community residents.

For item C, specifically for absolute priority four and five, applicants will need to provide a description of their annual measurable performance objectives and outcomes. Including an increase in the number and percentage of families and students targeted for services each year of the program. In order to ensure that children are prepared for kindergarten, achieving academically, and safe, healthy, and supported by engaged parents. Next slide, please. Comprehensive plan, item D, pipeline services. Now, we will talk about pipeline services. Pipeline services is defined as a consortium of coordinated support services and opportunities for children from birth through entry into and successfully into post-secondary education and career attainment.

Keep in mind, a definition for pipeline services is included in a definition section of the NIA, the notice for inviting applicants. Such services shall include, at a minimum, strategy to address through services or programs, including integrated student support. The following of those student supports will be, high quality early childhood education program, high quality school and out of time programs and strategies, supports for children's transition to elementary school, 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 assessments determined necessary. Family and community engagement and supports, which include engaging or supporting families at schools 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 schools in the area served by the pipeline. For students who are members of the community, facilitating their continued connection to the community and success in post-secondary education and the workforce. Social health, nutrition, and mental health services and support, and finally juvenile criminal prevention and rehabilitation program.

That is what we are referring to when we talk about pipeline services. For absolute priorities four and five, 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 the services to be coordinated and provided by the eligible entities. Also, why such services have been selected, how such services will improve student academic achievement, and how such services will address the annual measurable performance subjective and outcomes. Next slide, please. Pipeline services, this is a continuation of the information that was just provided to you.

It describes each of the areas that I just reviewed for the pipeline services. Keep in mind that these services are important, that you address each of these services as you're applying for the application. Next slide, please. Comprehensive plan E, pillars of full-service community schools. A description of the pillars of full-service service community schools that we have in place or how they will establish these pillars and how you will implement these pillars with your partners, including your community-based organizations and coordinating with your school leadership and staff. Let's review these pillars. These are the certain designs, sometimes referred to as pillars of the full-service community schools.

The four pillars are integrated student services, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices. For fiscal year 2022, it's the first year that full-service community schools has required the applicants describe the pillars of the community, of the community school, sorry. The pillars may already be in

place or they 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 and how they will be established. Next slide, please.

The comprehensive plan also requires a full time coordinator. In a full-service community school, a community school 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 may also lead the school and the community assessment of needs and assesses and identifies ways to sustain the services and partnerships 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 schools. Including a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, or delivering pipeline services, and plans for the joint utilization and management of the school facilities.

Next slide, please. Comprehensive plan G, annual evaluation. Now, let's review the annual evaluation. The authorizing language in ESEA requires an evaluation. In fiscal year 2022, we included a separate or 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 ESEA, submit to an independent evaluation. That includes a design and implementation evaluation that will, at a minimum, include an annual evaluation 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 not limited to, the indicators listed on the next slide, and make result of the evaluation publicly available. Next slide, please. Annual evaluation indicators. If you would take a look at the slide, on one side of the slide you will see quantitative indicators and then you will see qualitative indicators. One of the sets of indicators is a numeral based indication. The other set of indicators is a information based under a certain subject matter, if you will. The slide provides a list of quantitative and qualitative evaluations. These are new to full-service community school programs in fiscal year 2022.

If you notice on the quantitative indicators, it includes student chronic absenteeism rates, student discipline rate, suspension and expulsions, school climate information, which may come from student, parents, 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 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.

The indicator on the right-hand side are qualitative indicators, which includes changes in school's spending information, collaborative leadership and practice strategies, which may include building the capacity of educators, principals, other school leaders, and other staff. 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 youth cabinets, nonprofit service providers, public housing agencies, and advocates. Regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement.

Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assessment. Next slide, please. Now, let's take a look at the full-service community school's measures, indicators, and evaluation. To bring these pieces of the evaluation requirements together and the applicant development, annual measurable performance objectives and outcomes, an applicant commits to an independent evaluation, which will include collecting and reporting the data on the required indicators. Using evaluation to refine and improve activities, completing an annual evaluation and making those results publicly available.

The program measures for full-service community schools remains the same and it is increasing the number and percent of families and students targeted for services each year. In order to ensure that children are prepared for kindergarten, achieving academically, and safe and healthy and supported by engaged parents. Next slide, please. Comprehensive plan and application requirements. Let's review the comprehensive plan for sustaining program and services and application requirements assurance. The final item, the plan should include plans for sustaining the programs and services described in Section 4624 of ESEA after the grant period.

The final application requirement is assurance. As part of the application requirement, an assurance is also needed that demonstrates that the eligible entity and its partner entities will focus services on schools eligible for school-wide programs under section 1104(b). With that, I am going to turn it back over to my colleague, Jane.

Jane Hodgdon:

I am going to come off mute. Could we go to the next slide, please? Wonderful. Thank you. I'm going to move quickly so that we can make sure that we have time to voice over questions that you might have. If awarded, there are a number of program requirements that a grantee must meet. These are requirements for grantees. One that we do get questions about is matching funds, and we've continued to update our FAQs as questions have been raised. I do want to clarify here that there is not a level of required match, so it's not 100%, it's not 50%. There is no amount that must be met.

The funds for matching must be from non-federal sources, unless the applicant is the Bureau of Indian Education, they may use other federal sources for their

matching funds. Matching can also be addressed through in-kind services as well. There are a number of use of funds that are included here also in our notice inviting applications. The one I do want to call attention to is that as a grantee, a grantee must integrate multiple pipeline services. There need to be three existing pipeline that are provided and they must, through the course of the grant, provide at least two additional services at the two or more public elementary or secondary schools.

They can also integrate services from community-based organizations as well. We've already discussed the evaluation. If awarded, a grantee must submit a final MOU at the end of their first year. Next slide, please. The full NIA includes 32 definitions. When we published a notice of final priority, after going through rule making, there were four new ones, and those are now in that full NIA. We've discussed what a full-service community school is. We've discussed the pillars of full-service community schools. The two that we haven't discussed are the broadly representative consortium. That means stakeholders that are representing broad groups of people that are working together for the best interests of children.

Now, that can include, but isn't limited, families, family leadership, schools, non-profits, government, philanthropy, and the business community. This is an important aspect to a full-service community schools project. Another definition is history of effectiveness, because in your application you will be judged against, are you demonstrating that there's a history of effectiveness? That means that the applicant is demonstrating the ability to successfully implement programs and policies and they must include, but aren't limited to, implementing with other organizations, grants, policies and programs for students from high need schools. Next slide, please. Now, it's back with Karen.

Karen Ford-Jack...:

Excellent. Thank you, Jane. Again, as our time is winding down, I am going to go through these slides and give you a quick overview, such that you will have some time for Q&A. In addition, these are recorded webinars, so you have an opportunity to go back and review any information that you would like. As we take a look at the next slide, which is the selection criteria for AP4, the selection criteria is as displayed on the screen for AP3 and AP4. Need for project, quality of project design, quality of project services, adequacy of resources, quality of management plan, and quality of project evaluation.

Next slide, please. Full-service community school program eligibility. If you take a look at this slide, this slide includes all of the eligibility information. Eligible applicants, you have to be a consortium of one or more LEAs or the Bureau of Indian Education, and one or more community-based organizations, non-profit and other public or private entities. Cost sharing or matching to be eligible for an award. An applicant shall provide matching through non-federal contributions, either in cash or in-kind donations. The applicant must propose the amount of cash or income resources to be contributed for each year of the grant.

The BIE, the Bureau of Indian Education, may meet this matching requirement through other federal sources. This is a supplement, not supplant grant. Grantees must use the full-service community school grant funds to supplement and not supplant. That means that if something is already being funded, then you can't fund it by this federal grant. The next is indirect cost rate information. The program uses a restricted indirect cost rates. For more information regarding that, you can take a look at the website or obtain a negotiated indirect cost rate. The administrative costs limitations. The 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 described in 2 CFR part 200 subpart E of our Uniform Guidance. Sub grantees, a grantee under this competition may not award sub grantees to entities to directly carry out project activities described in its application. Next slide, please. Submission and review of application. Please follow the common instructions for the applicants to the Department of Education's discretionary grant program, submission of proprietary information, recommended page limit and formatting. The deadline for the notice of intent to apply, again, is August 12th, 2022.

Please keep in mind, you do not have to send in an intent to apply in order for you to apply for the grant. The deadline for submission of applications is September 12th, 2022. Awards may be made by December 30th. Next slide, please. Review of the applications. There will be a preliminary eligibility review. There will be a independent peer review, budget and risk review. Grant awards will be made by December 30th and the reviewer's comments will be shared with all applicants. Pre-application resources and technical assistance. Please keep in mind, these webinars are prerecorded as an overview for you. There's an overview for the notice of inviting applicants, as well as AP3, AP4, AP5 presentations.

The recordings for the live sessions will also be added. There are brochures for the Institute of Higher Education, IHE, SEA, and the full NIA. FAQs, frequently asked questions, are also posted on the full-service community schools competition webpage and are regularly updated. For FY 2022, full-service community school application instructions are all on our website. Next slide, please. Our program email is listed on this slide, FSCS@ed.gov. There is also a link to the webpage that houses all of the information that you will need to successfully apply for the grant. Our full-service community school team is listed, Elton Nash, our director of school choice and improvement programs.

Jane Hodgdon, our group leader, Yuliana Bruister, our program officer, myself, Karen Fort-Jackson, as a management education program analyst, and S. James Guitard, the education program analyst. We want to thank you all for attending this live webinar. We hope that you gained some valuable information and are ready to apply for this grant competition. We look forward to working with you soon, and thank you so much for attending. Now, we will have questions and answers if we have time, Elson and Jane.

Jane Hodgdon: I think we are out of time.

Elson Nash: Yeah. I put in the chat that if folks have additional questions, send them to FSCS@ed.gov. I think I did answer all of the questions that folks asked towards the end, so I think we are covered.

Jane Hodgdon: Thanks, Elson. Thanks, Karen.

Elson Nash: All right. Thank you, everyone.

Jane Hodgdon: Thanks everyone for attending. Have a great day.

Karen Ford-Jack...: Thanks, you too. Bye-bye.

Speaker 1: That concludes our conference. Thank you for using event services. You may now disconnect.