

FY 2022 Full-Service Community Schools Grant Competition
Pre-Application Technical Assistance
The Role of State Educational Agencies (SEAs)
Presented August 9, 2022

Speaker 1: Welcome and thank you for joining today's conference, Fiscal Year of 2022, FSCS Grant Competition, Role of SEAs. Please note that all audience audio connections are muted for the duration of this conference. You are however, welcome to submit written questions throughout today's presentation. Please open your chat panel by using the associated icon in the toolbar at the bottom of the webinar screen and address your questions to everyone. If you do not see the toolbar, please move your cursor and it will appear. If you are on a mobile device, tap your screen to display the toolbar. Closed captioning is also available by clicking the live/close caption slash 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 close captioning icon. If you need technical assistance, please send a chat and address the event services host. As a reminder, this conference is being recorded. With that, I'll turn the conference over to Jane Hodgdon, group leader. Please go ahead.

Jane Hodgdon: Thank you so much, and hello everybody. Welcome to today's session, the Role of State Educational Agencies and Absolute Priority 5 State Scaling Grants. And this is all part of the Fiscal Year of 2022 Full-Service Community Schools Competition. I'm Jane Hodgdon, I'm a lead for the full-service community schools program. And I'm joined today by Elson Nash. He is the director of school choice and improvement programs, and many of you may be very familiar with Elson.

Before I begin, there are a few logistics that I want to highlight. As you may have already heard, today's webinar is being recorded. Once we have the recording, we will put a link to it on our full-service community school's webpage. We will also have a copy of the slide deck, and there will also be a written transcript of this session. We will also be taking questions through the chat, and as Tegan shared, please do address it to everyone that way you'll know if somebody else is asking your question, or if somebody will be able to see that you have asked the question that they have. And Elson is going to be helping us by responding to the questions that are in the chat. If you have questions that were not answered or questions that occur to you at the end after we finished the session, please do contact us. We have an email address that is included on one of the final slides here, it is FSCS.gov, and you'll see it at the end of the slide deck, again.

I also want to make note that today's presentation is intended to highlight the role of state education agencies and to do a focus on Absolute Priority 5. However, it's important to note that the notice inviting applications, we also call it The NIA, and the program regulations that were published in the federal

register are the official documents that govern the competition. So with that, next slide, please.

All right, so we have a lot to cover, and this is an overview of what we're going to address today. So we're going to begin by talking about the eligibility and the funding and the deadlines. We're going to talk about the absolute and competitive preference priorities, the role of state education agencies, and then dive into the Absolute Priority 5 application requirements, then into the program requirements, touch on the selection criteria, some tips around submission of applications, and then highlighting some of the technical assistance that's available to folks who are considering applying. So, next slide, please.

All right, so as we've shared in the notice inviting applications, as well as our landing page for our website, the purpose of full-service community schools is to provide support for planning, implementation, and operation of full-service community schools that improve the coordination and integration, the accessibility and effectiveness of services for children and families, particularly children attending high poverty schools, including high poverty rural schools. The eligible applicants are 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. So these are the entities that can serve as a lead applicant. There must be at least one LEA or the BIE, and at least one community-based organization, nonprofit or other public or private entity as that consortium.

The awards that we're making this year are much bigger. As you may know, we have more money this year than ever in the program's history. And so under Absolute Priority 3, over the course of five years an applicant can receive up to 2.5 million dollars. Absolute Priority 3 is our capacity building and development grants. Under Absolute Priority 4, those are the multi-local education agency grants. Over the five years, we will make awards up to 15 million dollars over that five years.

And then under Absolute Priority 5, which is our full-service community schools state scaling grants, awards are up to 50 million dollars over the five years. The deadline for the notice of intent to apply is this Friday, August 12th. The notice of intent to apply is optional. If someone submits an intent to apply, they are not bound to submitting an application. If someone does not submit an intent to apply, they may still submit an application. The intent to apply assists us in being able to plan for our peer review. The deadline for submission of applications is September 12th, 2022. And we will make our awards by the end of December, 2022.

So the role of state education agencies in full-service community schools, as I went through the eligibility, many of you likely saw that state education agencies are not eligible to serve as a primary applicant for full-service community schools. However, they are an invaluable partner. State education

agencies bring knowledge of the state level policy. They are well positioned to work across local education agencies or school districts. They understand the budget at the state level, and ideally can assist in connecting with other government agencies at that state level as well. And they're instrumental to the sustainability and the scaling of this type of approach where we're bringing full wraparound support services to schools to support the students, the families, as well as the wider community. So we'll be addressing all of the Absolute Priorities, but I did want to also flag that while state education agencies are not an eligible applicant themselves, they are a required partner in the Absolute Priority 5 applications, and that's where we'll be spending a little bit more of our time.

Oh, sorry, I'm going to give you guys a chance to take a look at this slide because I guess I forgot to say next slide, please. So here on this slide, SEAs are a required partner in Absolute Priority 5 applications, SEAs can help identify opportunities and encourage eligible applicants to apply for the program, when applicable they can connect other federal or state funding to enhance programming, and they provide leadership and collaboration and support to connect stakeholders with local education agencies. The eligible applicants can apply for the grant and be the primary lead on implementation and oversight. That eligible applicant would engage with the Department of Education for technical assistance on the application and/or grant implementation, and they would be the partner with community stakeholders to make sure that there's a maximum impact at that very local level. Next slide, please.

All right, so Absolute Priorities, in fiscal year 22 there have been a number of changes to the program here, and it can be a little bit complicated. So I do want to walk through Absolute Priorities 1 and 2. So Absolute Priority 1 is our schoolwide program eligibility. And to meet this, applicants must propose to serve at least two or more full-service community schools that are eligible for a schoolwide program as part of a community or a districtwide strategy. Now, as some of you may be familiar, schoolwide eligibility usually refers to a school that serves an attendance area that is not less than 40% of children coming from low income families or a school where not less than 40% of the children enrolled in the school are from low income families. So it's the school attendance zone or the enrollment in a specific school.

We're emphasizing eligibility because not all eligible schools do implement a schoolwide program, and the local education agency would be able to confirm whether any school in their district is eligible for a schoolwide program. So that's Absolute Priority 1. An applicant can apply under Absolute Priority 1, or they can apply under Absolute Priority 2.

For Absolute Priority 2 applicants must meet that same threshold around proposing to serve a minimum of two or more full-service community schools that are eligible for the schoolwide program, and they must also include a local education agency that satisfies the requirements of the small rural school achievement program or the rural and low income school program.

A couple of notes on this, that I want to emphasize that it means including at least one local education agency that meets the requirements for SRSA or the RLIS program. There is also, in the notice inviting applications, there's a link to the department's webpage where you can go to determine if a local education agency or school district meets those requirements for SRSA or RLIS. And then the other thing that I want to flag is that there is a definition for local education agency in the notice inviting applications, and we have a note that reminds applicants that an LEA does include a public charter school that operates as their own local education agency. Next slide, please.

Okay, so not only do we have priorities one and two, there are priorities three, four, and five. So I'm going to give a brief overview of each of these priorities, but as I do that, I want to emphasize that an applicant must select Absolute Priority 1, and then an additional priority, whether it's three in the green, four in the yellow, or five in the orange. An applicant could select Absolute Priority 2, that's the gray box there, that's the one that includes rural or rural and low income. And that applicant would also need to select Absolute Priority 3, 4, or 5. So what are these priorities? Absolute Priority 3 is capacity building and development grant. And that priority requires that grantees conduct initial development and coordination activities, and that includes extensive community engagement that leverages the findings of their needs assessment, which can be completed during or before the grant period. And it's to develop the infrastructure, the activities, and the partnerships to implement full-service community schools in two or more schools. Grantees under Absolute Priority 3, and the others will be required to gather data on the performance indicators for this program.

Absolute Priority 4 in the yellow is a multi-local education agency grant. And this one requires that grantees implement and sustain full-service community schools in two or more local education agencies. Now 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. So two districts and at least two schools in each district with the exception of a district that may be a single school district or a district that only has one school.

And then Absolute Priority 5 is our state scaling grant. And this priority really allows for formalizing coordination with the state education agency to scale and sustain the community school program. In other words, this priority is geared for entities that are interested in scaling their full-service community schools up to that state level, and it includes partnering with the State Department of Education and in the following slides, we're going to dive a bit deeper into some of the legal and programmatic requirements for Absolute Priority 5. Next slide, please.

Okay, on our webpage, we have a number of resources and it is specifically in the subpage that is about the competition. One of the resources that we have is an overview of the whole program that has it organized into some different kinds of formats. And one example is this chart that does a nice job of walking

across the different Absolute Priorities. So I just wanted to spend a little time here because I think this is so helpful. So this is intended to help you get kind of on one page in one view what the differences are between Absolute Priorities 3, 4 and 5.

So at the very top it's saying, an applicant chooses AP1 or AP2, and then chooses one of the additional three Absolute Priorities. So we've got the capacity building, the multi-LEA and the state scaling. It provides an overview of how much per year, and over the five years, the requirement there is at the five years, so an applicant under Absolute Priority 3 could request up to 2.5 million over their full five years. They do have the flexibility to request a little more or a little less per year. It's really, the cap is at the full five years there.

The applicant or eligible entity is the same across all of the Absolute Priorities. In, let me see here, in Absolute Priority 3, we have a note there that it's at least two local education agencies and that under Absolute Priority 5, the number and the percentage of LEAs across the state would be determined in partnership with the state educational agency. All are up to five years. There is a note about a commitment to sustain beyond two years after the term of the grant for Absolute Priority 5.

Across all of these, there is an ability to spend money and some time in planning. Up to 10% of the total award can be used for planning in year one. The minimum number of schools varies because in Absolute Priority 3, it's a minimum of two and then as we move into Absolute Priority 4, it would be two per LEA with that same exception, and then it would be determined under Absolute Priority 5 by the number of LEAs that are going to be involved in that application.

All applicants are required to submit a preliminary memorandum of understanding, and for Absolute Priority 5, it must include the state education agency and a state steering committee. The selection criteria includes need project design, project services, adequacy of resources, management plan, and evaluation. And under Absolute Priority 5, it also includes the strategy to scale. And then the competitive preference priorities are consistent across all of the Absolute Priorities. So next slide, please.

All right. So here we're going to dive in just a bit deeper into Absolute Priority 5. And as I mentioned, this is for applicants who are really ready to scale up their full-service community schools to the state level, and that it includes partnering with their state education agency. So the requirements include that an applicant must be 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. The applicant must demonstrate a partnership with their state education agency.

So, that's done by obtaining a written commitment from the SEA to participate in the partnership. Now, this can be part of the required preliminary

memorandum of understanding that includes the roles and responsibilities of the SEA and the other partners that are identified at the time of the application. There's a commitment from the SEA to sustain the program beyond two years after the term of the grant. And then third, the applicant, in partnership with the SEA, determines the number and percentage of LEAs 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 performance period.

Absolute Priority 5 also includes the identification or establishment of a state steering committee. So the steering committee can be a previously existing body. It may have been an organization that was under a different name, but it must have representation of relevant community school stakeholders, and those include educators and 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 and community school coordinators from schools that are already implementing full-service community schools in the state.

So in addition to serving as an advisory committee, the state steering committee also has the authority to make decisions about the design, the implementation, and the evaluation for the grant. And that may include identification or selection of school districts that will partner in the development and implementation of two or more community schools in each district. Of course, there's the exception of school districts that oversee a single school. The roles and the responsibilities of the steering committee must be included in the required preliminary memorandum of understanding. Next slide, please.

All right, so there are two competitive preference priorities for this grant competition, both are worth up to five points. So through our competitive preference priorities, we're seeking applications that consider how community school supports and strategies are included in classroom practices and school designs that are focused on the whole learner. Also, we recognize the impact of school and community safety on learning. And under that, we are interested in applications that are coordinating across multiple agencies and organizations to address community violence prevention and intervention. Both of these priorities come from the Secretary Supplemental Priorities, which were published in December, 2021. We're going to go over them in a bit more detail. So next slide, please.

All right. Again, meeting student social, emotional and academic needs is worth up to five points, reviewers will determine if and how well an applicant has addressed this priority. Applicants do alert us in the abstract if they are addressing it, and then the reviewers will assess to what extent it was addressed. So under Competitive Preference Priority 1, projects are designed to improve students' social, emotional, academic, and career development with a focus on underserved students through one or more of the 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 developing trusting relationships between students, educators, families, and community partners. Providing multi-tiered systems of supports that address learning barriers, both in and out of the classroom that enable healthy development and respond to students' needs, which may include evidence-based trauma informed practices and professional development for educators on avoiding deficit-based approaches.

And then finally, creating and implementing comprehensive schoolwide frameworks, like 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 worth five points. It's strengthening cross agency coordination and community engagement to advance systemic change. These projects will demonstrate a systemic and evidence-based approach to improving outcomes for underserved students in coordinating efforts with federal, state and/or local education agencies or community-based organizations that support students to address community violence prevention and intervention. Next slide, please.

So I want to pause for just a moment and check in with Elson to see if there are any questions that have come in that might be helpful for us to address through audio or verbally. And if there are any things that he might want to add to what we've covered around Absolute Priorities, the role of state education agencies in this grant and our competitive preference priorities. Elson, anything?

Elson Nash:

Yes, Jane. There were a couple of questions around who the lead applicants are and the types of schools that could be a part of the applications. I wanted to make sure that we covered the schoolwide, the two schools, meaning the minimum number of schools per LEA you had to have to be school wide, but the additional schools do not have to be schoolwide.

The other questions that came in were around the eligible applicant, i.e., who can serve as the lead. In this case, it can be the nonprofit, it could be the school district. It could be the institution of higher education that could serve as the lead, but SEA can be and should be a partner in the application. And I think we just received another clarification that the SEA would not be the entity that would be applying. The SEA would be in fact, one of the partners. In addition, the SEA would have to sign the MOU and would be obligated to help sustain this grant for two years.

And then we also received a question about who, I believe, who would be the grant panel, meaning who are the reviewers? What are the composition of those reviewers? Those reviewers have varied experiences, particularly around school leadership, nonprofit development. Those are the key areas... Sorry about my dog barking. Those are the key areas that cover the reviewers. We think of the reviewers of having the background of those individuals that are

applying for grants and those individuals that manage the grants. And I think that's everything.

Jane Hodgdon:

Great. So just a couple of quick notes on the full-service community school's webpage, you can actually see, we have kind of a subpage, that is a call for peer reviewers for this year's competition. So a couple of things, one, if you want to take a look at the requirements that we're laying out there, the areas of expertise that we're interested in, you can see all of that now on our webpage.

The second is if you are someone who decides not to apply, but are still interested in the program or are thinking that for whatever reason you're not ready this year, but maybe in a future year, or you just know somebody that you think would do a great job peer reviewing, please take a look, consider being a peer reviewer if you're not submitting an application and please do encourage folks that you know to consider being a peer reviewer as well.

Having this little break from going through the talking points that I have, I've been able to take a peak at some of the questions that have come in, I do see the question about an SEA not receiving funding, actually many of the partners do end up receiving funding through the primary grantee. So it is possible for a state education agency to receive funding, just not as the primary grantee.

All right, I do see the question about technical assistance to nonprofits. We do have on our website we have a link to register for a session that we're doing on Thursday that is focused on community-based organizations, including nonprofits. We are not able to provide a lot of intensive or direct technical assistance to individual applicants. However, on that same webpage I keep coming back to, there is a general resources subpage and on there it has a lot of information about what are community schools broadly, and it also includes some documents around the playbook for developing a community school. It lists some of the organizations that are very active in supporting the development of community schools, and they might be better situated to provide that kind of more intensive technical assistance.

All right. So with that, I am going to get back over to our slides and talk about our application requirements. So our application requirements, there are five of them. And let me just make sure I'm looking at the right thing on my computer here. So the first is a description of the eligible entity. The second is that preliminary memorandum of understanding you've heard us talking about, then a description of the capacity of the eligible entity, a comprehensive plan, and that is a bulk of what your application really includes, and then an assurance that the eligible entity and the partners will focus services on schools that are eligible for a school-wide program. So let's go to the next slide, and then I actually want to skip forward to the slide after that. So slide 14, please. Thank you.

Okay, so the preliminary memorandum of understanding, this has been a full-service community school's requirements since E-S-S-A or ESSA, and we've

adjusted it this year to be a preliminary MOU, and it's submitted with the application, a final will be submitted at the end of the first year. It's intended to assist the consortium with the planning and development and coordinating and providing and evaluating pipeline services, and it describes the roles and responsibilities of each partner in this consortium. And then for Absolute Priority 5, the applicants must also include a description of the state steering committee and the SEA's commitment to and partnership in the consortium. Next slide, please.

There's the description of the capacity of the eligible entity to lead and coordinate and provide pipeline services to two or more full-service community schools. Next slide, please.

And then here's where we get into the comprehensive plan, and I'm trying to keep an eye on time. So much of this information is covered in a pre-recorded webinar that we did, so I will move a bit quickly through this. As you can see, there are a number of components to the comprehensive plan here, and let's see, a number of portions to the comprehensive plan. And we're going to start with items, A, B and C on the next slide.

So A is describing the student family and school community that's going to be served, and it includes demographic data. You can see here that there is a difference in what is required under our capacity building and development grants under Absolute Priority 3 versus Absolute Priorities 4 and 5. So under three, we understand that this is a planning and there's the building of capacity. And so in their application, they would be submitting a plan to conduct the needs assessment if they haven't already done it, and a plan for developing the annual performance measures. Under Absolute Priorities 4 and 5, we expect that there is more capacity and experience that is there. And so in those cases, there would be the needs assessment, and there would be the already developed performance measures and objectives. Next slide, please.

Item D is the pipeline services. And again, here under Absolute Priority 3, it would be a plan for identifying and developing the pipeline services and under Absolute Priorities 4 and 5, it would be the pipeline services and being able to speak to those. And the pipeline services are defined in the notice inviting applications. Next slide, please.

This slide does include the definition of the pipeline services. This slide will be part of the full slide deck, but it does describe all of the pipeline services that were part of the authorizing language for the program. Next slide, please.

So this is something that is new for fiscal year 2022. And so section E of your comprehensive plan includes a description of the pillars of full-service community schools that an applicant has in place or how they will establish the pillars, or how they'll implement these pillars with partners, including community-based organizations and collaborating with school leadership and staff. So these features are common across full-service community schools, and

they're designed to improve teaching and learning and student outcomes. They include integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement and collaborative leadership and practices. As noted, these may already be in place, or they may still need to be established. There may be some that are in place and others that need to be established. Regardless, this is something that applicants are now required to address in their application. Next slide, please.

So the first pillar is integrated student supports, and this is providing in and out of school supports for students. And it addresses their wellbeing, 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. So services can be in the form of medical, dental, vision care, mental and behavioral health services, including mental health literacy for students and staff, trauma inform 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.

Expanded and enriched learning time and opportunities are essential to the school's capacity to support students' academic growth, as well as help them develop socially, emotionally, and physically. So this means that in a community school an expanded and enriched learning time and opportunities are provided through evidence-based strategies. And that includes before school, after school, during school, it can be weekends and summer programs that provide additional academic instruction, individual academic support, enrichment activities, or learning opportunities for students that may emphasize real world or project-based learning where they can really apply their learning in contexts that are relevant and engaging. It can include art, music, drama, creative writing, a lot of hands on experience with engineering or science, including computer science, career and technical education, tutoring and all of that being consistent with the school's curriculum. Next slide, please.

The third pillar is active family and community engagement. And this is a community school that brings parents and families of students of the community into the school as partners in students' education, including meaningfully involving parents and families in the decision making process at the school, making that school a hub for services and activities or programs, for not just students and families, but members of the neighborhood that the community school serves. And it provides adults with desired educational and employment opportunities and other support services. And then finally it provides centralized supports for families and communities in the community school. And so that may include something like English as a second language or citizenship preparation or computer skills. It can be using the school building for meetings, events, or types of programming.

And then finally, the fourth, next slide, please, is collaborative leadership and practices. And that's a community school where they are building a culture of

professional learning and collective trust and shared responsibility for each school. And it uses strategies like including a school-based leadership team that has representation of students and parents and family leaders and a community voice, it has a community school coordinator and community-wide leadership team. It may include other leadership or governance teams as well, like a community school steering committee or other community coalitions, educator learning communities, and other staff to manage the complex and important work of school and community organizations. So those are the four pillars of community schools. Next slide, please.

We have made mention of a coordinator a number of times throughout this presentation, and we have gotten a number of questions about community school coordinators as well. So it is an individual in a full time position who serves to plan, integrate and coordinate and facilitate the delivery of pipeline services at each school. They may lead the school and community assessment of needs and assets, and they may also be working to identify ways to sustain the services and the partnerships beyond the duration of the grant. The comprehensive plan should ensure that each school has a full time coordinator for the pipeline services at each school. And it can describe the applicable funding sources, the plans for professional development of the person that's managing, coordinating, or delivering pipeline services and plans for joint utilization and management of school facilities. Next slide, please.

New to fiscal year 2022 is the requirement that there is an independent evaluation of the full-service community school. Evaluation has always been a component, but now the addition is that it is an independent evaluation. So this year plans for an annual evaluation based on the attainment of the performance objectives and the outcomes. An applicant needs to commit to an independent evaluation that includes a design and implementation evaluation, and it needs to do four things. So it needs to include annual evaluations of progress achieved with the grant. It needs to be used to refine and improve activities that are being carried out through the grant. It needs to collect and report data on the required indicators and make the results of the evaluation publicly available. Next slide, please.

Instead of spending time going through these, I'll just say these are the required indicators. Some are qualitative, some are quantitative, there is no need to have the baseline data for these at the time of the application, but we do want you to know the indicators that grantees will need to be reporting on. Next slide, please.

There is one program measure that was set out in the authorizing legislation, and it is increase in the number and percentage of families and students that are targeted for services each year, and it is all designed to ensure that children are prepared for kindergarten, achieving academically and are safe, healthy, and supported by engaged parents. On the right-hand side of the slide you can see how we're thinking about evaluation as kind of an iterative process, where there are the performance objectives and the outcomes that are developed. There's

the collection and the reporting of data. There's using the evaluation to refine and improve what's happening. There's the annual evaluation, and then there's making the results of that publicly available, and it's all coordinated and completed by an independent evaluation. Next slide, please.

So bringing the application piece to a wrap, there's one more item in the comprehensive plan, and that is about plans for sustaining the programs and services. And then the last application requirement is the assurance that the applicant and its partners will focus on schools that are eligible for a schoolwide program. Next slide, please.

In the notice inviting applications, we also lay out what the program requirements are, and this is really where we get to what a grantee is required to do. And so the first is provide matching funds. And the grantee needs to provide matching funds from non-federal sources, and this can be done through in-kind contributions as well. I want to note that the Bureau of Indian education may use funds from federal sources to meet the match. There is no level of required match.

There is also, in the program requirements, an outline of how grant funds should be used. Two things to highlight here, it's coordinating not less than three existing pipeline services and no fewer than two additional schools at each school that's selected as a community school. It's integrating multiple pipeline services at two or more schools. So some of these services may be coming from the school itself, from external service providers, and then reminder that for AP4 and 5, it would be at two or more schools in each local education agency. There's an evaluation requirement for grantees, and at the end of year one there is the requirement for a final MOU. Next slide.

We have some new definitions for fiscal year 2022 that are laid out in the notice inviting applications. The only two that we haven't really spoken to in this is the broadly representative consortium and the history of effectiveness. So do take some time to take a look at those. The selection criteria we addressed most of those earlier in the slide. The information on those is also included in the notice inviting applications. But since so many of you are considering AP5, I do want to address that with the next slide.

So under AP5, here we're really looking at the applicant's capacity to scale the proposed project. And so the secretary is considering that that means the peer reviewers are considering the number and percentage of LEAs and the number and percentage of schools within each LEA that the applicant, the SEA and the partners propose to serve. It's looking at the applicant's capacity to further develop, implement, and bring to scale and sustain additional full-service community schools in LEAs. And then finally, the capacity to work with others, including that broadly representative consortium and the state steering committee to ensure that the processes, the products, the strategies, and the practices can be further developed and really brought to scale based on the findings of the project and its independent evaluation. This is about really

bringing to scale the work of the full-service community school at that state level. Next slide, please.

This slide, which we will make available, all of this is covered in the notice inviting applications, but it revisits eligibility, the cost sharing or matching I mentioned. An important flag here is on, there is a supplement, not supplant, requirement. So full-service community schools' funds need to be used to supplement and not supplant any federal state or local funds that would otherwise be used. And this ends up impacting things like the indirect cost rate. We do use a restricted indirect cost rate, and we encourage folks with questions to please reach out to our indirect cost group. They can assist with that. We do not limit administrative cost requirements, but they all must be reasonable and necessary and aligned with the cost principles. Another important point here is that this program does not allow sub grantees and so partners or service providers are done through procurement. Next slide, please.

So we have on our website the common instructions for applicants. We encourage you to take a close look at the application instructions, there is a lot of helpful information for that. Next slide, please.

This is the process that we'll use to review grant applications. We'll start with the eligibility, move into the peer review, the budget and risk review, and then we'll be making awards by the end of December. All applicants will receive their reviewer comments, whether they are funded or not. Next slide, please.

Couldn't get closer to the end without giving another shout and a nudge toward our website where we have pre-recorded overviews, including one specifically about Absolute Priority 5. This recording will also be put up there as well. We have the brochures that I mentioned. We are updating our FAQs on a very regular basis, and we have those application instructions that I mentioned. And next slide and final slide, please.

If you have any questions that we were not able to answer in this session, please send it to this email address here. We do check this email address, if not more than once, at least once a day, and we try to get back to people as quickly as possible. Some questions are a little trickier and so we need to run them around a little bit before we can get an answer. This is a link to our webpage. Elson and I are really grateful for the opportunity to share this information. We are strong proponents of the program and the concept of community schools. And we have a wonderful team. We have Yuli, we have Karen and we have James and we are really excited about what will come out of this fiscal year 2022 grant competition. So with that, thank you very much. The last slide is that big thanks. I hope you have a great rest of your day.

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

