

**Full-Service Community  
Schools FY 2023 Notice  
Inviting Applications –  
Absolute Priority 5 (AP 5): FSCS  
State Scaling Grants**

**June 15, 2023**

Office of Elementary & Secondary  
Education (OESE)

School Choice and Improvement  
Program (SCIP)



## Overview

- Absolute Priority 5 (AP 5): Full-Service Community Schools (FSCS) State Scaling Grants
- Competitive Preference and Invitational Priorities
- AP 5 Application Requirements
- FSCS Program Requirements
- FY 2023 AP 5 Selection Criteria
- Submission of Applications
- Pre-Application Technical Assistance and Resources

## AP 5 Eligibility, Awards, and Deadlines

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Eligible applicants: A consortium of

(a)(i) One or more LEAs; or (ii) the Bureau of Indian Education; and

(b) One or more community-based organizations, nonprofit organizations, or other public or private entities.

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**AP 5 awards are up to \$50 million over the five-year award period.**

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**Intent to Apply due July 7, 2023.**

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**Applications due August 8, 2023.**

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Awards made by December 31, 2023.

# AP5: FSCS State Scaling Grants

## Partnership with State educational agency (SEA)

- Written commitment
- Sustain beyond 2 yrs
- In partnership, determine # and % of LEAs

## State steering committee

- Identify or establish
- Represent relevant stakeholders (including educators and other school staff)
- Authority to make decisions about design, implementation, and evaluation. May include school selection.
- Roles and responsibilities in preliminary MOU.

Note: Eligible applicant for AP5 is consortium of one or more LEAs or the BIE and one or more community-based organizations, nonprofit organizations, or other public or private entities.

# Absolute Priority 1&2

## AP1: Title IA Schoolwide Program Eligibility

- 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 (as defined in this notice) under section 1114(b) of the ESEA, as part of a community- or district-wide strategy.

## AP 2: 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: 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

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

## 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

# CPP1: Meeting Student Social, Emotional, and Academic Needs (up to 5 points)

Projects that are designed to improve students' social emotional, academic, and career development, with a focus on underserved students, through **one or more** of the following priority areas:

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

(2) 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 and which may include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches.

(3) Creating and implementing comprehensive schoolwide frameworks (such as small schools or learning communities, advisory systems, or looping educators) that support strong and consistent student and educator relationships.



## **CPP2: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change (up to 5 points)**

- The Secretary gives priority to projects that are designed to
  - take 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.

## Invitational Priority

Supporting Effective Transition Practices, Continuity of Services and Supports, and Aligned Instruction for Students from Preschool and Other Early Childhood Settings into Kindergarten and from Kindergarten into the Early Grades (K-3).

Increase and improve educational opportunities for students, and include implementation of **one or more** of the following:

- (1) early learning through early elementary grades instructional alignment and educator and school leader support to promote academic recovery;
- (2) promotion of effective and informed attendance strategies in early learning and the early elementary grades; and
- (3) capacity building to promote effective family engagement for students in early learning and the early elementary grades.



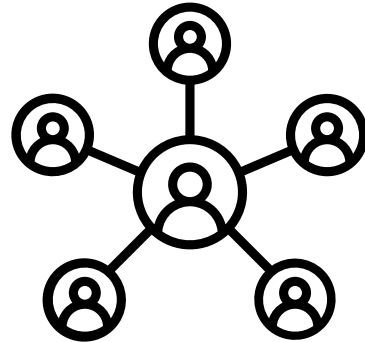
# Application Requirements

1. Description of eligible entity
2. Preliminary MOU
3. Description of capacity of eligible entity
4. Comprehensive plan
5. Assurance that eligible entity and partner entities will participate in national evaluation assessing implementation of FSCS program
6. Assurance that eligible entity and partner entities will focus services on schools eligible for a schoolwide program under section 1114(b) of ESEA

# Application Requirements 1: Description of the Eligible Entity

## 1. Description of the eligible entity

Eligible applicant for AP5 is consortium of one or more LEAs or the BIE and one or more community-based organizations, nonprofit organizations, or other public or private entities.



# Application Requirement 2: Preliminary MOU

## AP 3, 4 and 5

- A preliminary MOU among all partner entities of the eligible entity, identified at the time of application, that will assist the eligible entity to plan, develop, coordinate, provide, and evaluate pipeline services and that describes the roles and responsibilities that the partners, including the broadly representative consortium, will assume. (4625(a)(2) and FSCS NFP)

## AP 5

- Applications submitted under Priority 5 FSCS State Scaling Grants must also include in the preliminary MOU a ***description of the state steering committee*** and the SEA's commitment to and partnership in the consortium, including the roles, responsibilities, and commitment of the SEA to the partnership and the scaling of full-service community schools to ***a percentage of State LEAs implementing schoolwide Title IA programs*** and where there is a commitment to sustain the program beyond 2 years after the term of the grant. (4625(a)(2) and FSCS NFP)

# Application Requirement 3: Capacity of Eligible Entity

A description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full-service community schools in each of the LEAs included in the application. (4625(a)(3) and FSCS NFP)

# Application Requirements: Comprehensive Plan

- A. Student, family, and school community to be served
- B. Needs assessment
- C. Annual measurable performance objectives and outcomes
- D. Pipeline services
- E. Description 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
- H. Plans for sustaining programs and services



# Comprehensive Plan: Items A, B and C

- (A) The student, family, and school community to be served, including demographic information.
- (B) A needs assessment that identifies the academic, physical, nonacademic, health, mental health, and other needs of students, families, and community residents.
- (C) 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--
  - (i) Prepared for kindergarten;
  - (ii) Achieving academically; and
  - (iii) Safe, healthy, and supported by engaged parents.

# Comprehensive Plan: Pipeline Services

(D) 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:

- (i) Why such services have been selected;
- (ii) How such services will improve student academic achievement; and
- (iii) How such services will address the annual measurable performance objectives and outcomes established under paragraph (4)(C) of this requirement.

**NOTE:** Pipeline services is defined in the NIA Definition Section

# Comprehensive Plan: Definition of Pipeline Services

Continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education and career attainment. Such services shall include, at a minimum, strategies to address through services or programs (including integrated student supports) the following:

- (a) High-quality early childhood education programs.
- (b) High-quality school and out-of-schooltime programs and strategies.
- (c) Support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary.
- (d) Family and community engagement and supports, which may include engaging or supporting families at school or at home.
- (e) Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling.
- (f) Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce.
- (g) Social, health, nutrition, and mental health services and supports.
- (h) Juvenile crime prevention and rehabilitation programs.

# Comprehensive Plan: Item E (Pillars of Full-Service Community Schools)

A description of the pillars of full-service community schools that they have in place or how they will establish these pillars, or how they will implement these pillars with partners, including community-based organizations, and collaborating with school leadership and staff. (FSCS NFP)

Integrated Student  
Supports

Expanded and  
Enriched Learning  
Time and  
Opportunities

Active Family and  
Community  
Engagement

Collaborative  
Leadership and  
Practices

# Pillar 1: Integrated Student Supports

(A) Integrated student supports at a community school that provide in- and out-of-school support for students, address well-being, and address out-of-school barriers to learning through partnerships with social and health service agencies, including mental and behavioral health agencies and providers, and coordinated by a community school coordinator, which may include--

- (i) Medical, dental, vision care, and mental and behavioral health services, including mental health literacy for students and staff, and trauma-informed services to prevent, intervene, and mitigate adverse childhood experiences (ACEs); and

- (ii) Individuals to assist with housing, transportation, nutrition, citizenship preparation, or criminal justice issues and other services.

## Pillar 2: Expanded and Enriched Learning Time and Opportunities

(B) Expanded and enriched learning time and opportunities, through evidence-based strategies (as defined in this notice), including before-school, after-school, during-school, weekend, and summer programs that provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities, for students at a community school that--

- (i) May emphasize real-world project-based learning where students can apply their learning to contexts that are relevant and engaging; and

- (ii) May include art, music, drama, creative writing, hands-on experience with engineering or science (including computer science) career and technical education, tutoring that is aligned with classroom success and homework help, and recreational programs that enhance and are consistent with the school's curriculum.

# Pillar 3: Active Family and Community Engagement

(C) Active family and community engagement that--

(i) Brings parents and families of students at the community school and in the community into the school as partners in students' education, including meaningfully involving parents and families in the community school's decision-making processes;

(ii) Makes the community school a hub for services, activities, and programs, for students, families, and members of the neighborhood that the community school serves;

(iii) Provides adults with desired educational and employment opportunities and other supportive services; and

(iv) Provides centralized supports for families and communities in community schools, which may include English as a second language classes, citizenship preparation, computer skills, art, housing assistance, child abuse and neglect prevention supports, health and mental health, literacy programs, digital literacy training, or other programs that bring community members into a school building for meetings, events, or programming.

## Pillar 4: Collaborative Leadership and Practices

- (D) Collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility for each community school using strategies that--
- (i) At a minimum, include a school-based leadership team with representation of student, parent and family leaders and a community voice; a community school coordinator; and a community-wide leadership team; and
  - (ii) May include other leadership or governance teams, community school steering committees, or other community coalitions, educator learning communities, and other staff to manage the multiple, complex joint work of school and community organizations.



# Pillars and Pipeline Services Together

## Integrated Student Supports

- Social, health, nutrition, and mental health services and supports (i.e., stakeholder services)
- Juvenile crime prevention and rehabilitation programs (i.e., restorative practices)

## Expanded and Enriched Learning Time and Opportunities

- Early childhood education programs
- Out-of-school-time programs
- Support for a child's education transitions (e.g., elementary to middle, middle to high school)
- Activities that support postsecondary and workforce readiness

## Active Family and Community Engagement

- Family and community engagement
- Community-based support for students

## Collaborative Leadership and Practices

# Comprehensive Plan: Full-Time Coordinator

(F) Plans to ensure that each full-service community school site has a full-time coordinator of pipeline services at such school, including a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, or delivering pipeline services, and plans for joint utilization and management of school facilities. (4625(a)(4)(E))

Definition: Full-service community school coordinator means an individual in a full-time position at each community school who serves to plan, integrate, coordinate, and facilitate the delivery of pipeline services at each school. The coordinator may also lead the school and community assessment of needs and assets and identify ways to sustain the services and partnerships beyond the duration of the grant.

# Comprehensive Plan: Annual Evaluation

Plans for an annual evaluation based upon attainment of the performance objectives and outcomes described in paragraph (4)(C) of this requirement.

An applicant must, in addition to providing the information and assurances required by Section 4625(a)(4)(F) of the ESEA, commit to an independent evaluation that includes a design and implementation evaluation that will, at a minimum, (1) include annual evaluations of progress achieved with the grant; (2) be used to refine and improve activities carried out through the grant; (3) collect and report data that includes, but is not limited to, the following indicators (next slide); and (4) make results of the evaluation publicly available. (FSCS NFP)

# Annual Evaluation Indicators

## Quantitative Indicators

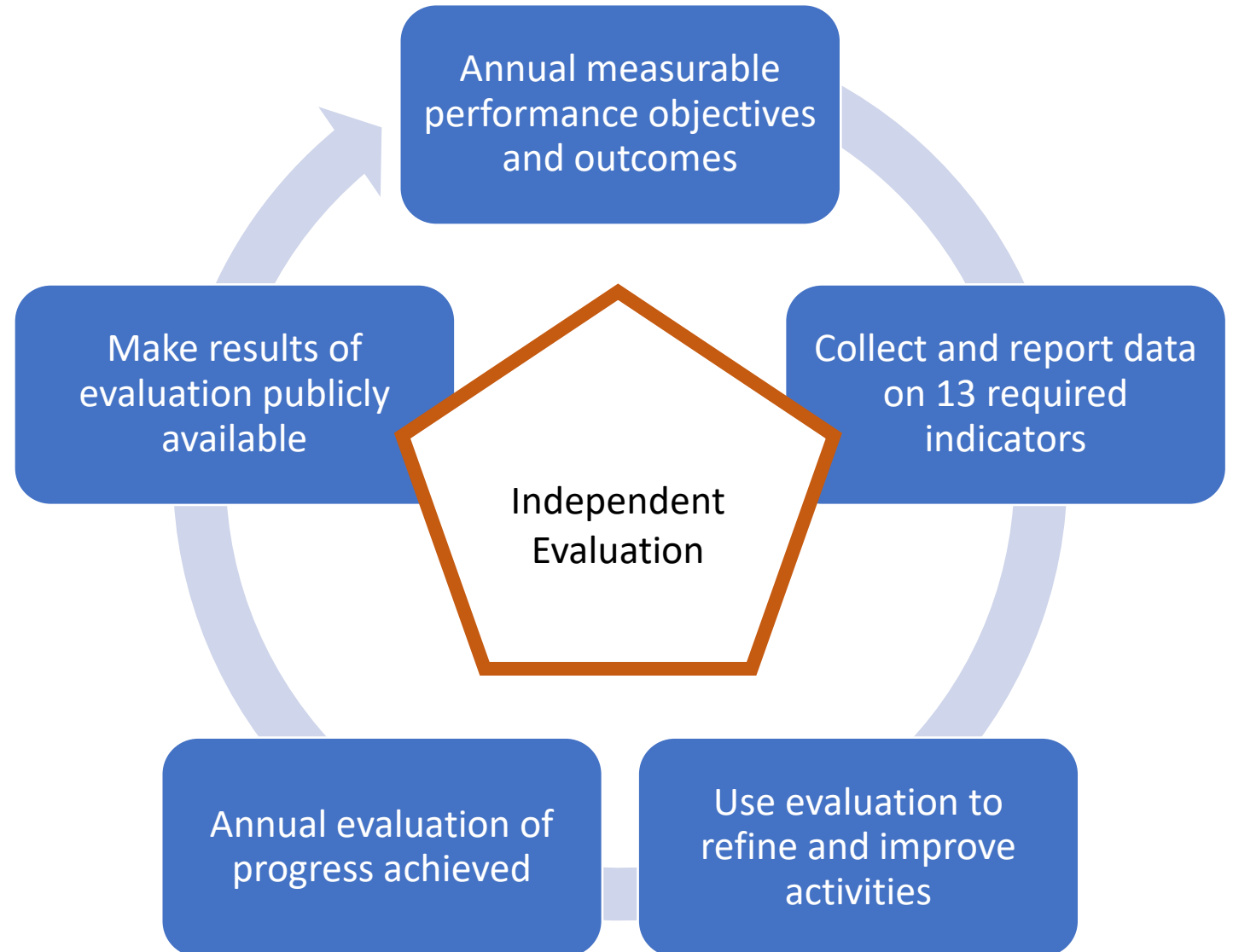
- Student chronic absenteeism rates;
- Student discipline rates, including suspensions and expulsions;
- School climate information, which may come from student, parent, or teacher surveys;
- Information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, rates of teacher turnover, and teacher experience;
- Changes in school spending information
- Graduation rates;

## Qualitative Indicators

- Provision of integrated student support and stakeholder services;
- Expanded and enriched learning time and opportunities;
- Family and community engagement efforts and impact;
- Collaborative leadership and practice strategies, which may include building the capacity of educators, principals, other school leaders, and other staff to lead collaborative school improvement structures, such as professional learning communities;
- Regularly convening or engaging all initiative-level partners, such as LEA representatives, city or county officials, children's and youth's cabinets, nonprofit service providers, public housing agencies, and advocates;
- Regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement; and
- Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment

## FSCS Measures, Indicators, and Evaluation

FSCS program measure: Increase in the # and % of families and students targeted for services each year (in order to ensure children are prepared for kindergarten; achieving academically; and safe, healthy, and supported by engaged parents).



# Comprehensive Plan: Sustainability

(H) Plans for sustaining the programs and services described in section 4624(a) of the ESEA after the grant period.

# Application Requirements 5 and 6

## Requirement 5

- Assurance for participation in National Evaluation Assessing Implementation
- May include surveys, interviews, administrative data, multiple collection points, and supporting connection with grantee's independent evaluator

## Requirement 6

- Assurance that applicant and its partners will focus services on schools eligible for Title IA schoolwide programs





# Program Requirements

1. Matching funds
  - Non-federal sources (except for BIE)
  - In-kind contributions allowable
  - No required level or percentage
2. Use of funds
  - A. Not more than 10% of total amount for planning purposes during first year of grant
  - B. Use grant funds
    - i. Coordinate not less than 3 existing pipeline services and provide no less than 2 additional services at 2 or more public elementary or secondary schools
    - ii. Integrate multiple pipeline services at 2 or more public elementary or secondary schools. Under AP4 and 5, integrate pipeline services at 2 or more schools in each LEA
    - iii. If applicable, coordinate and integrate services provided by community-based organizations and government agencies
3. Evaluation
4. Participation in National Evaluation
5. Final MOU

## Definitions

- The 2023 FSCA NIA includes 33 definitions.
- The 2022 Notice of Final Priority established four new definitions:
  1. Broadly representative consortium;
  2. Full-service community school coordinator;
  3. History of effectiveness; and
  4. Pillars of full-service community school.

# Selection Criteria

Need for project (5 points)

Quality of project design (25 points)

Quality of project services (15 points)

Adequacy of resources (10 points)

Quality of management plan (20 points)

Quality of project evaluation (15 points)

AP5 Only: Strategy to Scale (10 points)

# Selection Criteria: Need for Project (5 points)

The Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the extent to which the proposed project will -

- provide support, resources, and services;
- close gaps in educational opportunity; or
- otherwise address the needs of the targeted population,
  - including addressing the needs of underserved populations most impacted by the issue, challenge, or opportunity to be addressed by the proposed project.

# Selection Criteria: Quality of Project Design (25 points)

The Secretary considers the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary considers the following factors:

(A) The extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature and includes a high-quality plan for project implementation integrating the four pillars of full-service community schools and the use of appropriate evaluation methods to ensure successful achievement of project objectives. **(15 points)**

(B) The extent to which proposed project demonstrates a rationale. **(10 points)**

Demonstrates a rationale means a key project component included in the project's logic model is informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.



FSCS Grantees, Schools, and Partners <sup>1</sup>
- Key FSCS personnel - Schools and partners
- Taking stock and planning
- Funding




Pipeline Services & Strategies <sup>1</sup>
- Recruiting, maintaining, or expanding key personnel
- Creating and maintaining a supportive infrastructure
- Creating and refining clear and detailed budgets



Indicators and Impact Areas & Short/Medium-term Impacts <sup>2</sup>
- Service provision increases
- Regularly assessing program quality and progress
- Changes in school spending



Long Term Impacts <sup>3</sup>
<b>All students flourish in thriving school communities</b>
- Graduation rates
- Sustainable resources
- Positive school climates
- Student, teacher, family, and community engagement
- Positive school discipline
- Academic growth and achievement
- College and career readiness
- Locally developed and tracked outcomes

 Four Pillars of Community Schools and Connected Pipeline Services <sup>1</sup>		
<b>Pillar 1: Integrated Student supports</b> - Student services, restorative practices		- Provisions of integrated student supports and stakeholder services
<b>Pillar 2: Expanded and enriched learning time &amp; opportunities</b> - Early childhood and out-of-school-time programs, education transition supports, postsecondary readiness activities		- Expanded and enriched learning time and opportunities
<b>Pillar 3: Active family and community engagement</b> - Family outreach, community-based supports		- Family and community engagement efforts and impact
<b>Pillar 4: Collaborative leadership and practices</b> - Organizing school personnel, inclusive decision-making strategies		- Staff characteristics      - Chronic absenteeism - School discipline        - School climate

 At the end of **Continuous Improvement Cycle A**, FSCS grantees will submit their annual reports

 At the end of **Continuous Improvement Cycle B**, FSCS grantees will submit their ad hoc reports

1. Schools enter FSCS grant implementation with different pipeline services, including pipeline services under both the “Input” and “Activities” sections allow grantees to both start and add different combinations of pipeline services. In addition, the four pillars are inputs that the FSCS grantee works to put in place from the outset.

2. Grantees can use indicators to both set baselines and measure progress. As such, these indicators can both be used to identify and impact area and to measure progress (short, medium, long-term) in that area over time.

3. Long-term impacts of community schools are not directly linked to any one pillar, pipeline service, or indicator; instead, the long-term impacts of the community school are a result of all these essential aspects working together to create conditions where all students flourish in thriving school communities

# Selection Criteria: Quality of Project Services (15 points)

The Secretary considers the quality of the services to be provided by the proposed project. In determining the quality of project services, the Secretary considers the following factors:

- (A) The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of students, youth, families, educators and staff, beneficiaries of services, school leadership, and community leadership. **(5 points)**
- (B) The extent to which the services provided reflect up-to-date knowledge from research and effective practice. **(5 points)**
- (C) The extent to which the services to be provided are focused on those with greatest need. **(5 points)**

# Selection Criteria: Adequacy of Resources (10 points)

The Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

(A) The extent to which the grantee has plans for a full-time coordinator at each school, including

a plan to sustain the position beyond the grant period and

a description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services at each school. **(5 points)**

(B) Potential for continued support for project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support. **(5 points)**



# Selection Criteria: Quality of Management Plan (20 points)

The Secretary considers the quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the following factors:

- (A) The extent to which the grantee has, or demonstrates a strong plan to have, a broadly representative consortium that reflects the needs of the community and its stakeholders, and a description of the roles and responsibilities of the broadly representative consortium outlined in the required preliminary MOU. **(5 points)**
- (B) The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families. **(5 points)**
- (C) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. **(10 points)**

# Selection Criteria: Quality of Project Evaluation (15 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors

- (A) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. **(5 points)**
- (B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. **(5 points)**
- (C) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. **(5 points)**

# Selection Criteria: Strategy to Scale (AP5 only; 10 points)

In determining the applicant's capacity to scale the proposed project, the Secretary considers the extent to which the applicant demonstrates its commitment and strategy to scale full-service community schools at the statewide level.

In determining the applicant's capacity to scale the proposed project, the Secretary considers

- the number and percentage of LEAs, and the number and percentage of schools within each LEA, the applicant, the SEA, and other partners propose to serve,
- the applicant's capacity (e.g., in terms of qualified personnel, financial resources, or management capacity) to further develop, implement, bring to scale, and sustain additional full-service community schools in multiple LEAs, and
- the applicant's capacity to work with others, including the broadly representative consortium and the state steering committee, to ensure that the proposed process, products, strategies, or practices can be further developed and brought to scale, based on the regular findings of the proposed project and its independent evaluation.





# Full- Service Community Schools (FSCS) Program

## Eligibility

Eligible applicants: A consortium of (a)(i) One or more LEAs; or (ii) The Bureau of Indian Education; and (b) One or more community-based organizations, nonprofit organizations, or other public or private entities.

Cost Sharing or Matching: To be eligible for an award, an applicant shall provide matching funds through non-Federal contributions, either in cash or in-kind donations. The applicant must propose the amount of cash or in-kind resources to be contributed for each year of the grant. The BIE may meet the matching requirement using funds from other Federal sources.

Supplement not Supplant: Grantees must use FSCS grant funds to supplement, and not supplant, any other Federal, State, and local funds that would otherwise have been available to carry out activities authorized under section 4625 of the ESEA.

Indirect Cost Rate Information: This program uses a restricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see [www2.ed.gov/about/offices/list/ocfo/intro.html](http://www2.ed.gov/about/offices/list/ocfo/intro.html).

Administrative Cost Limitations: This program does not include any program-specific limitation on administrative expenses. All administrative expenses must be reasonable and necessary and conform to Cost Principles described in 2 CFR part 200 subpart E of the Uniform Guidance.

Subgrantees: A grantee under this competition may not award subgrants to entities to directly carry out project activities described in its application.

# Submission and Review of Applications

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

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Submission of Proprietary Information

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Recommended Page Limit and Formatting: 100 pages, double spaced.

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Deadline for notice of intent to apply is July 7, 2023. Submission is not required but assists Department in preparation for review of applications.

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Deadline for submission of application is August 8, 2023.

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Awards made by December 31, 2023

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# Review of Applications

Note: Slide updated following 6/15/23 webinar

Preliminary eligibility review



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graph TD; A[Preliminary eligibility review] --> B[Peer review]; B --> C[Budget and risk review]; C --> D["Grant awards (by December 31, 2023)"]; D --> E[Reviewer comments shared with all applicants];
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The diagram illustrates a five-step process for reviewing applications. It begins with a 'Preliminary eligibility review', followed by 'Peer review', 'Budget and risk review', 'Grant awards (by December 31, 2023)', and finally 'Reviewer comments shared with all applicants'. Each step is contained within a blue rectangular box, and the steps are connected by downward-pointing arrows, indicating a sequential flow.

Peer review

Budget and risk review

Grant awards (by December 31, 2023)

Reviewer comments shared with all applicants



# Pre-Application Resources and Technical Assistance

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Overview of FY 2023 Notice Inviting Applications recording, slides and transcript

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Logic model recording, slides, and transcript

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Presentations for AP 3 Capacity Building and Development Grants, AP4 Multi-Local Educational Agency Grants Presentation, and AP5 FSCS State Scaling Grants

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Any additional webinars will be announced on the FSCS webpage

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Frequently Asked Questions are posted on the FSCS Competition Webpage and will be regularly updated

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General Community School Resources webpage

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# Contact Information

Program email address: [FSCS@ed.gov](mailto: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**, Group Leader
- **Yuliana Bruister**, Program Officer
- **Stephen Kostyo**, Impact Fellow
- **Richard Kress**, Program Officer

Note: Slide updated following  
6/15/23 webinar

Thank you!

