

Date: June 16, 2023

Full-Service Community Schools Pre-Application Webinar: FY2023 Notice Inviting Applications Absolute Priority Three, Capacity Building and Development Grants

Written Transcript

Speaker 0 00:00:01 Welcome to today's conference, Full-Service Community Schools Fiscal Year 2023. Notice Inviting Applications Absolute Priority three. Please note that all audio connections are muted during the call. You may submit written questions in the chat, and please address those questions to everyone. If you need technical assistance, you can send a chat to the event producer. And with that, I'll hand the call over to Jane Hodgdon. Please go ahead.

Speaker 1 00:00:32 Wonderful. Thanks so much, Michelle, and welcome everyone to today's webinar. As Michelle said, this is our fiscal year 2023 webinar about the notice inviting applications and specifically absolute priority three, which is for capacity building and development grants under the Full Service Community Schools program. I'm Jane Hodgdon. I'm a lead for the Full Service Community Schools team, joined by many members of our team. I just want to share a couple of notes and then I'm going to ask our director, Elsa Nash to say hello. Uh, as Michelle said, we are recording this presentation. The recording, the slides and a transcript will be made available on our competition webpage. We expect that we will be able to have those available to you likely by close of business on Tuesday the 20th. We're really excited to dive in and walk through this absolute priority and its requirements. But before we, we do that, I'd love to hear from our director, Elson Nash.

Speaker 2 00:01:55 Sure. Thank you Jane. And thank you for, uh, all of the attendees for participating, uh, in this important webinar. Uh, absolute priority three, capacity Building and Development grants. Uh, this is really the, uh, the area in which many of you who are just starting out or really interested in innovating, um, have the opportunity to apply and show your stuff, uh, so to speak. Um, we are really excited, um, for this opportunity. Um, it is by far the most popular, um, uh, priority that is out there. Um, but it's popular because it, it represents, um, a key opportunity for the field. Um, this work really could not have been done or can't be done without a strong team. Um, and I by far have a very strong team and their fearless leader of Jane, Jane will introduce the team, but just know that they are working extremely hard, um, to scale up this program, which it really has scaled up pretty quickly over the last couple of years. Um, but in order to do that, um, delivering great technical assistance is key to what we do. So with that, I just want to, um, pass it on to Jane and thank the team for all the work that they're doing.

Speaker 1 00:03:29 Thanks so much, Elson. We, we appreciate that immensely. And boy, are we excited to have today's, uh, webinar, um, as he said, absolute priority three, it's kind of like the bread and butter of, uh, the full-service community schools work. And, you know, we love that folks are getting started in the community schools space, and we agree this is a great place to do that. Um, it looks like there are some folks having audio issues, but thank you, Michelle, for, for helping them through that. Uh, okay, so here's our game plan for today. And as we begin talking through that, I, I do want to give the, the caveat that as we go through these, I want to make sure that you know, that the official notice inviting applications is the, um, it has the final say in any guidance, in any regulations around this, this program.

Speaker 1 00:04:34 So, uh, this is intended to highlight some of those places, but it's always important to go back to that notice inviting applications for the last word. So here's our plan for today. Uh, we're going to start by talking about what absolute priority three capacity building and development grants are, as well as the competitive preference and invitational priorities. Our colleague, team

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member, Richard, is going to lead on that, and then we'll go into the application requirements and Yuli and I will work together on that segment. Then Yuli is going to take lead for the program requirements and the selection criteria, and then we'll move into, uh, I'll, I'll talk about the submission of applications and the pre-application technical assistance resources.

Speaker 1 00:05:36 All right. Uh, before we go too far, we want to make sure that we emphasize who the eligible applicants are and a few other key points about the, the program and the competition. Um, so for this, this program, the eligible applicants are one or more local education agencies or LEAs that is in partnership with, uh, with b with one or more community based organizations, nonprofit organizations, or other public or private entities. A second eligible partnership is the Bureau of Indian Education, working with one or more community-based organizations, nonprofit organizations, or other public or private entities. So the lead applicant can either be an L e A that's working with nonprofits or the b i e who's working with nonprofits, or it could be a, a nonprofit that might be a community-based organization, other public or private entity that is working with either an L e A or the Bureau of Indian Education.

Speaker 1 00:06:59 Absolute priority three awards are up to 2.5 million over the five year period. Uh, some folks choose to break that out evenly across the five years. Others have different plans and adjust their budget to, to meet those plans. So the, the hard limit is that we cannot award more than 2.5 million for the five year period. Intents to apply are due July 7th, 2023. The intent to apply is not required. So an applicant can submit an intent to apply and then change their mind, or they can not submit an intent to apply and still submit an application. So we use the intent to apply to help us get a good estimate of how many applications we will be receiving, and that helps us plan for a, a good peer review. We get enough panelists, enough, uh, reviewers, enough moderators, et cetera. The applications are due on August 8th, 2023, and we will make awards by the end of this calendar year by December 31st, 2023. So with that, I'm going to turn it to my colleague, Richard, and he will really dive into what capacity building and development grants really are, Richard.

Speaker 3 00:08:37 Thank you, Jane. Good afternoon. Absolute priority three. Capacity Building Development grants. This priority has two elements. One way to sort of summarize Element A would be to say that this element is about initial development and coordination activities, including extensive community engagement based on your needs assessment. As Jane said earlier, the ultimate arbitrator for these applications is the application notice. So when we do highlight certain things or summarize or try to put into more plain English what some of the requirements are, it's always good, uh, to go back to the notice, uh, before you finalize your application. Under this process. Element B of absolute priority three is simply stated as gathering data on performance indicators, absolute priority one and two, so they're the same in one way, and that one way is that in both instances, you serve a minimum of full of two or more full service community schools eligible for a schoolwide program as defined in this notice, again, minimum of two full service community schools eligible for a schoolwide program as defined in this notice. And you could also serve more than two. Where as a priority two is different, is that in addition to doing that, you also would need to include an L e a that satisfies the requirement of the Small Rural Achievement program or the rural Low Income School program.

Speaker 3 00:10:38 On this slide, you see all the absolute priorities that exists for this funding opportunity and the application. Absent priority combinations that are possible as an AP three applicant,

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you must also either apply under absolute priority one or absolute priority two. Again, as an AP three applicant, you must also apply under either absolute priority one or absolute priority two. We have two competitive preference priorities for this opportunity. Each one is worth up to five points. The first one is called meetings, students, social, emotional, and academic needs. Again, up to five points, and you can do so by addressing one or more of the following three priority areas.

Speaker 3 00:11:40 The first one could be summarized at developing trusting relationships to develop supportive, inclusive, safe, educational, or workplace settings. The second priority area could be summarized as developing multi-tiered support systems to address learning barriers inside and outside the classroom. And another way of looking at the third one might be comprehensive school-wide frameworks is establishment that supports strong relationships between students and educators. Again, you can address one or more of the following priority areas. The second competitive preference priority is caused strengthening cross agency coordination and community engagement, advanced systemic change. Now, if you read through this a few times, you'll find I believe that the ultimate destination is addressing community violence prevention and intervention. However, you should do so in an approach that is systemic evidence-based, and is focused on improving outcomes for underserved students.

Speaker 3 00:13:02 In working through that, you should coordinate your efforts with federal, state, or local agencies or community-based organizations that support students. We also have an invitational priority for this grant opportunity. Now, in the invitational priorities are, are priorities that don't add or subtract points whether you apply or not. So if you decide to write to this invitational priority, you would not gain points. If you decide not to, you will not lose points. We also wouldn't look at your application more positively or negatively, whether you choose to respond to this priority or not. If you do decide to respond, or if you're thinking about responding, this is a priority that's focused on transition between early learning and kindergarten, and between kindergarten and the early elementary grades. You could address this priority by writing to one or more of the following. The first element could be looked at as instructional alignment, the second as attendance strategies, and the third one as capacity building for effective family engagement. Now, again, I did summarize if you do respond, please do at some point in drafting your response at the precise language and make sure you hit all the areas that are sought.

Speaker 3 00:14:48 And now my colleague, Yuli is going to cover some other things with you.

Speaker 1 00:14:54 Before we jump into the next section, um, we did want to pause for some questions. There are a few things that have come up. I'm not seeing questions in our chat yet, but, uh, here are a couple of questions that I've heard from, uh, from potential applicants. Um, so the first was, you know, who should apply for absolute priority three, if we have already been working in community schools, is this where we should apply? And, um, uh, and so, you know, we see the capacity building and development, uh, grant as one that is a good place for folks to get started who have not, uh, developed or run community schools in the past. Uh, this is a chance to really, um, think through how you would approach doing a comprehensive needs and assets assessment and begin gathering data on your indicators. Another question I've gotten is whether or not you need to have completed a needs assessment.

Speaker 1 00:16:11 And in the, uh, in the absolute priority slide, I think it was slide four that Richard went over, uh, it does say that an applicant under absolute priority three can use their first year to conduct a lot of planning work, including that comprehensive needs and asset assessment. Another

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question that has come up is the competitive preference priorities. You know, there were some questions about, well, do I, do I have to apply for those? Is it worthwhile applying for those? And, uh, there you do not have to apply for those. However, I do want to be transparent and say that last year the grants that we awarded, uh, the scores were very high, it was very competitive, and it was, um, all of the, uh, applications that were funded had, uh, written to both of the absolute priorities. So I, I want to be pretty transparent about that. So you may want to think about applying for those competitive preference priorities, um, so that you can, your scores can be, uh, competitive. All right, I see we've gotten some, some additional questions that have come in, so let's see if I can answer some of those.

Speaker 3 00:17:38 Um, actually the first one was, what exactly is an independent application? If it is external? Do we need to identify a partner going in? I think we spoke in the notice to independent evaluation.

Speaker 1 00:17:51 Yes. Um, yes. Uh, so Catherine, um, uh, I think you're probably speaking to an independent evaluation, and that's something that we'll be talking about more a little bit later in the, uh, presentation. So I, I'd rather us tackle that when we're talking about evaluation. Um, uh,

Speaker 3 00:18:18 Had a question from Anika Williams, can you con, would you confirm that a MOU is required for the entity orchestrating the capacity building portion?

Speaker 1 00:18:28 Uh, so we'll be talking about application requirements and the requirement for a preliminary M O U, uh, but it definitely is a requirement,

Speaker 3 00:18:40 And we had Terry Low asking what would be the point of addressing the invitational priority if it doesn't help our application?

Speaker 1 00:18:49 Uh, that's, that's an interesting way of asking the question, Terry. Thank you. Uh, in having an invitational priority, it is sending a signal about, uh, what the department and the secretary really interested in seeing happen with the, the program and the grants. Uh, there's a lot of research that speaks to the importance of strong supports in early learning, as well as in that transition in into kindergarten and then into the early grades. And without that, we are really seeing our students start, uh, really far behind. And so in, in that regard, that's why it is such a priority for the, the secretary and the department is really wanting to, to see more students be able to succeed in school. So that, that's behind the, the re that's the reason we have the invitational priority.

Speaker 3 00:19:56 Then we had a question from Laura Wala in the mou. We're going to cover that later on the presentation MOU area, right? Change.

Speaker 1 00:20:03 Yep. And, uh, and then pipeline services. Ron will be, uh, diving deeper into that. Um, and then Juliet. Yes. Uh, so a good place to get started. Um, would this apply to an organization that is expanding? Uh, so if an organization is going to be expanding to additional schools, uh, this, that are all within the same local education agency, this would be an appropriate vehicle for that. Um, however, we are hoping to see, uh, to see community schools really, really scale even more scaling beyond a single district, so that those great lessons are being shared across school districts. And then also, uh, thinking about how we can scale up to the, the state as well. So that's why we have absolute priorities for and five is we really want to see, um, see the movement scale so that more students are benefiting from community schools.

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Speaker 3 00:21:13 We have a question from Kathy, whether this right AP is right for an entity that receive your planning grants, um, and also an implementation grant. Um,

Speaker 1 00:21:27 Um, you know, Kathy, that's an interesting question that might be one for us to, um, talk about a little bit offline. Uh, these, this program allows for all of our grants to use their first year for some planning activities. And you know, what that planning activity means, could, could vary based on the type of absolute priority. Uh, and essentially, um, you know, it will be up to, to you and your partners to determine which absolute priority is, is right for you. Um,

Speaker 3 00:22:06 Lisa Ner say, asking if they do apply as, as the LEA under this ap, can they still be a partner under absolute priority five? Would it lessen our competitiveness under AP three to do that?

Speaker 1 00:22:22 Uh, no. Um, uh, it would not, IM impact your competitiveness to be a partner in more than one application. However, it is important that the applications are discreet and, and that they are not, um, being written for the same activities. That's where, uh, the department will be, uh, looking, is to make sure that we're not funding, uh, the same, the same activities more than, uh, one, um, more than one time. All right. So we're going to, uh, go ahead and keep moving. Um, and I'm going to turn it to Yuli

Speaker 4 00:23:18 Requirements for AP three. In order to be reviewed and to be considered for funding, an applicant must address the application requirements listed on this slide. As you will see, they include a description of the eligible entity, a preliminary M O u, a description of the capacity of the eligible entity, a comprehensive plan, an assurance that the eligible entity and its partner entities will participate in a national evaluation, assessing implementation of the full service community school program, and an assurance that the eligible entity and its partner entities will focus services on schools eligible for school-wide program under section one 14 B of the E S C A. Over the next few slides, I will go over each application requirement in more detail.

Speaker 4 00:24:10 So on this slide, you will see the first three requirements, requirements, one, two, and three. The first one is a description of the eligible entity. The second one is a preliminary memorandum of understanding or preliminary, m o u. As part of the application requirements for all absolute priorities, a preliminary m o U will be required. The m o U is intended to assist the consortium in planning, developing, coordinating, providing, and evaluating pipeline services, and describe the roles and responsibility of each partner in the consortium. The third application requirement is the capacity of eligible entity to coordinate and provide pipeline services at two or more full service community schools.

Speaker 4 00:25:00 The next application requirement, application requirement for is a comprehensive plan as part of the comprehensive plan, and applicant should include a description of the following, student, family, and school community to be served. Needs assessment, annual measurable performance objectives and outcomes pipeline services. Description of the pillars of full service community schools. Plan to ensure that each full service community school site has a full-time coordinator plan for an annual evaluation and plan for sustaining the program and services. In the next several slide, I will dive deeper into each item of the comprehensive plan. On this slide, we'll go over the first three items of the comprehensive plan items A, B, and C. For item A, the applicant should provide a description of the student, family, and school community to be served, including demographic information. This item of the comprehensive plan is across this, consistent across all absolute priorities

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For items B and C, here's where AP three differs a bit from AP four and five for item B, recognizing that AP three applicants are building capacity and beginning to develop their full service community schools, they need to describe their plan for conducting the needs assessment for item B and their plan for developing measurable performance objectives and outcomes.

Speaker 4 00:26:33 For item C, for item C, applicants will need to provide a plan for developing annual, annual measurable performance objectives and, and outcomes, including an increase in the number and percentage of family and students targeted for service 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. We'll now move on to item D, which is pipeline services, an Item D of the comprehensive plan. This is, this describes the pipeline services. Here, an applicant will need to provide a plan for identifying, developing 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 why such services have been selected, how such services will improve student outcome achievement, and how such services will address the annual measurable performance objectives and outcomes established, established under paragraph four C of this requirement. On the next slide, we'll review the definition of pipeline services.

Speaker 4 00:27:53 Pipeline services is defined as a continuum of coordinated supports, services, and opportunities for children from birth through entry into, and success in post-secondary education and career attainment. Such services shall include at minimum strategies to address through services or programs. The following services listed the following strategies and services listed on this slide. For example, high quality early education programs, high quality school, and out of school time programs and strategies supports for a child's transition to elementary, elementary school, from elementary school to middle school, from middle school to high school, and from high school into, into and through post-secondary education and into the workforce, including any comprehensive readiness assessments, determined necessary family and community engagement and supports, which may include engaging, supporting families at school or at home, activities that support post-secondary and workforce readiness, which may include job training, internship opportunities, and career counseling. Community-based supports for students who have attended the school in the area served by the pipeline are students who are members of the community, facilitating their continued connection to the community and success, and to post-secondary education and the workforce, social health, nutrition and mental health services and support, and juvenile ju, juvenile crime, crime prevention, and rehabilitation programs.

Speaker 4 00:29:18 I'll now pass the baton to Jane to continue going over the rest of the comprehensive plan.

Speaker 1 00:29:28 Great. Thanks, Yuli. Uh, let, let me just get myself ready here. Okay. Um, so in 2022, it was, was the first year that we incorporated the pillars of community schools into our application. Um, so there are four pillars and, uh, applicants are required to include a description of the pillars of full, full service community schools that they have in place now, or that they will establish and they can establish the pillars with their partners as well. These four pillars are designed to, or, uh, the research shows that each school should be implementing or working to implement all four of these pillars. They need to kind of work together, and they are integrated student supports, expanded and

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enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices. So we're going to dive into each of those.

Speaker 1 00:30:48 Uh, so, uh, integrated student supports. Uh, so an integrated student support is, uh, excuse me, just a second here. Um, integrated student supports at a community school. They provide in and out of school supports for students. They address the wellbeing and the, uh, out of school barriers that many students face. They are done through partnerships with social and health service agencies, and that might include mental and behavioral health agencies and providers, and they're coordinated by that community school coordinator that is in the school. They might include medical, dental, vision care, mental and behavioral health services, um, mental health literacy for students and staff, and also trauma informed services to prevent, intervene, and mitigate adverse childhood experiences. Um, they can also include in individuals who can assist with housing, transportation, nutrition, citizenship preparation, or criminal justice issues and other services.

Speaker 1 00:32:03 The second pillar is expanded and enriched learning time and opportunities. And there's an emphasis here on evidence-based strategies. So it includes before and after school, during school. It could be the weekend summer programs, and it's about providing additional academic instruction. Sometimes that is individualized academic support or enrichment activities, learning opportunities for students. And it might emphasize real world project-based learning, where students can really apply what they're learning to real contexts in their communities. It might include art and creative writing, or hands-on experience with STEM activities, career and technical education and more. The third pillar is active family and community engagement, and that's where we're bringing families and students and parents of students at the community school and the community into the school as partners in education and ensuring that their involvement is really meaningful. It makes the school a real hub for services and activities and programs, not just for students, but also for their families and members of the neighborhood.

Speaker 1 00:33:29 It can provide adults with desired educational opportunities and employment opportunities. And then it also provides centralized supports for families and communities in, in schools. So it might be something like English as a second language or citizenship preparation, computer skills, uh, digital literacy training and more. And then the fourth pillar, uh, one of our colleagues likes to say this is really kind of the glue that holds it all together. And this is about collaborative leadership and, and practices. And so that's really building that culture of professional learning and of collective trust and shared responsibility within a school. So it includes a school-based leadership team with representation of students and parents and family leaders and community voice. It includes our community school coordinator, as well as the community-wide leadership team. It might also include other leadership or governance teams, uh, like a, a community school steering committee or other coalition educator, learning communities and, and staff to manage the really complex work of bridging schools and communities.

Speaker 1 00:34:52 On this next, uh, slide, we, we tried to show how some, uh, grantees and applicants have kind of fit the pillars and the pipelines together. So, you know, again, the notice inviting applications is the official document. There is no requirement that you are aligning things in this way, but here's how it, it can align and in some case does. So under integrated student supports pillar, that's where you might see your social health nutrition and mental health services, for example, or under the

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expanded and enriched learning time and opportunities pillar. That's where you could see your early childhood education programs, the out-of-school time programs. And then under active family and community engagement, that's where you see families being engaged. That's where you see community-based support for, for students. So that's one way that you can see how the pillars and the pipeline fit together.

Speaker 1 00:35:58 The, uh, next item for the comprehensive plan is the full-time coordinator. I did see, we had some questions about this, so hopefully this will answer those questions. Um, based on the authorizing language, the statute for full service community schools, it requires that each school has a full-time coordinator. And so you can see here plans to ensure that each full service community school has a full-time coordinator, and that it includes a description of the funding sources, plans for their professional development, um, how they'll work to coordinate or deliver pipeline services and plans for joint utilization and management of, of school facilities. Last year, we developed a definition for a full service community schools coordinator, and we included that in last year. And this year's notice inviting applications.

Speaker 1 00:37:05 It is also required, uh, as part of the comprehensive plan and for the program generally, that there is a plan for annual evaluation that's based on attaining the performance objectives and outcomes of the program. So an applicant must, in addition to providing information about, uh, you, how they'll be developing their program and addressing the objectives and the outcomes need to commit to having an independent evaluation. That was the new piece last year. And it includes a design and an implementation evaluation that will provide annual evaluations of progress, will be used to refine and improve the activities that are being carried out through the grant, collect and report data on the required indicators that we'll cover in the next slide, and then also make the results of the evaluation publicly available. So here are the, uh, the full service Community Schools annual evaluation indicators. You can see on the left that these are the more quantitative or administrative indicators.

Speaker 1 00:38:27 And then on the right you have the more qualitative indicators or non-administrative indicators. So many of the, the quantitative or administrative indicators, that includes information that's likely available at the school or the school district level, sometimes even up at, up to the state level. And then these, um, the ones that are qualitative, those might be, uh, ones where there's going to be, um, more, uh, you know, we wouldn't necessarily be getting these from, you know, rates that are reported to the state, but they're going to be, uh, more nuanced and, and require some more qualitative work to gather that information.

Speaker 1 00:39:19 And then here's how it, it really all fits together. Um, so the applicant develops annual measurable performance objectives and outcomes. Uh, they commit to an independent evaluation, which includes collecting and reporting data on the required indicators. Then it's being used to refine that evaluation is being used to refine and improve the activities. There is, uh, annual evaluation of that progress achieved, and then it's also being made, uh, making that information publicly available. On the left, you can see the program measure for full service community schools, and it is increasing the number and the percent of families and students that are targeted for services each year.

Speaker 1 00:40:19 The final piece of the comprehensive plan is around sustainability. And there we're looking for plans for sustaining the programs and the services that the, the application applicant described. So what are the thoughts and, and ideas and, and intentions around what, how the applicant

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is thinking about sustaining beyond the, the five years from the, the very beginning. And now we're going to back out to application requirements again, uh, this year. We also have an assurance that's required about participating in a national evaluation of the Full Service Community Schools program. Uh, this year we will begin an, a national evaluation that's really focused on assessing the implementation. And so part of the applicant's, uh, requirements is to include an assurance that if funded, they will participate in the national evaluation. Now, participation may include, uh, surveys, participation in surveys, interviews, administrative data, uh, multiple collection points like a baseline midpoint and, uh, and final collection point. And then supporting the connection, uh, between the independent evaluator and the national evaluator. The evaluation is being conducted by the department's in Institute of Educational Sciences or i e s. And then the final application requirement is an assurance that the applicant and its partners will focus services on schools that are eligible for Title one a school-wide programs. So, uh, the schools that, uh, if there are only two schools that are going to be targeted, both of those schools should be eligible for Title one a school-wide programs.

Speaker 1 00:42:41 Okay, so now we are ready to take some questions, and I did see a bunch coming in. Um, so, uh, we'll get through as many of those as we can. Um, okay. Uh, samples of preliminary MOUs. Um, on our webpage, we do have the, uh, we have the narratives of grantees that have received, or yeah, applicants who have received grants. In many of those narratives, they do talk through the type of information that is included in their M O U. You are also welcome to reach out to applicants to, uh, or grantees to see if they might be willing to share their M O U. And you can also, uh, see if they have put their full application and m o u, uh, up on a webpage. Um, let's see. Uh, so the, the question about is it possible to share community coordinators across more than one site?

Speaker 1 00:43:55 It is not, uh, statute requires that each school has its own community school coordinator, and we're not able to make exceptions for that. Uh, let's see. Um, there are some questions that are coming in that, that remind me that there are, um, there is, there are two answers to things sometimes. Uh, so I'm going to speak for an eligibility standpoint, like being able to get your application into review so that peer reviewers can read it. So that's where you're trying to hit those, you know, what do you have to do? And so, Shelly's question about, you know, does the M O U need to be specific to full service community schools? Um, you know, we will be looking for an M O U in the application so that we can then put it into peer review. Peer reviewers will be looking for the quality of the M O U and how well it, the full application, really, but how well these pieces address the selection criteria.

Speaker 1 00:45:09 And so, you know, last year there were some applications that came in that didn't have signed. They had an M O U, but it wasn't signed. And in some cases, reviewers took points off because they felt they could not determine if there was commitment on the part of partners. So, uh, so that's, there are two ways to think about it. How do you get across the line to be able to have your application reviewed, but then also thinking about your application from the standpoint of the selection criteria and how an independent reviewer will, uh, will respond to it. They'll be rating you against those selection criteria. Uh, let's see. Um, and then Liz or Liza, um, your question about performance objectives and measures being developed in the planning year, uh, you know, that is a place where, um, you know, you could say in your application, we're going to go through this planning process and, you know, we'll, we'll determine what they're going to be after that. Uh, however you might, um, want to consider that against the selection criteria and how reviewers would consider that.

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Speaker 1 00:46:36 Um, let's see. Uh, I, um, we'll be talking about the logic model and where it is in, uh, the next section. Um, and, uh, and then, let's see. Um, let's see. So question about the pipeline activities for E and F. Let me take a look here at those. Um, okay, so as I read, uh, the pipeline services, so e is activities that support post-secondary workforce readiness, and it can include job training, internship opportunities, and career counseling. Uh, and then f is a little bit more focused on students, um, support for students who have attended the school, uh, or students who are members of the community facilitating their continued connection to the community and success in post-secondary and workforce. So, um, you know, I think there's a lot of overlap in those, to tell you the truth, Ron. Uh, but as I read the kind of the spirit of f it's really, you know, do we have young people, young adults, who may have disconnected and need to, and we want to pull them back in? Or maybe we have, uh, young people in our community that are not attending our school. And so how might they be involved in this, uh, in this community school, even if they attend, uh, you know, maybe it's a private or a charter school that's outside of the, um, outside of the neighborhood. Um, so Mary, uh, you asked about an I H E. Yes, an I h E can be a lead applicant.

Speaker 1 00:48:48 Um, let's see. Uh, I want to make sure that we have enough time to, to get through the remainder of our, our presentation. So we'll, we'll circle back to some of these. Um, we're also going to be posting our frequently asked questions on our webpage, likely today or early Tuesday. So some of these questions will really be answered in there. And then we'll also be pulling questions that we either, um, you know, need to consult with our team on, or that, uh, you know, we're simply not able to, to get to today. We'll be using the questions that come from this as well as earlier webinars this week to supplement our, our FAQs, and those will be updated on a regular basis. All right, so with that, I'm going to turn it back to Yuli, who is going to dive into the program requirements.

Speaker 4 00:49:48 Sounds great. Thank you, Jane. Um, so with program requirements if funded, there are a number of program requirements that must be met. On this slide, you can see the list of the requirements. The first one is matching funds. A grantee must provide matching funds With this grant, there is no required level or percentage. That said, with the exception of the Bureau of Indian Education, matching funds must be provided via non-federal sources. And it may be provided in part with in-kind contributions. The Bureau of Indian Education may meet their matching requirements by using funds from other federal sources.

Speaker 4 00:50:31 The second is use of funds. Grantee, may U grantees may use up to 10% of their total grant award for planning purposes. In year one, grant funds shall be used to coordinate at least three existing services and provide at least two additional services at two or more schools, to the extent feasible, integrating multiple pipeline services at two or more schools, and if applicable, coordinate and integrate services provided by community-based organization and government agencies with services provided by specialized instructional support personnel. Third is evaluation grantees must use an independent evaluator to conduct an annual evaluation, use the evaluation to refine and improve activities carried out through the grant and annual measurable performance objectives and outcomes, and make the results of the evaluation publicly available. Fourth is the participation in a national evaluation, which was described earlier in the webinar. And fifth is the requirement of a final. M o U grantees must submit a final m o u at the end of year one of the grant. The MOU sh should be among all partners that will assist in the planning, development, coordination, provision, and evaluation of pipeline services. And that describes the roles and responsibilities that partners, including the broadly

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representative consortium will assume. I'll move us now to the next slide, which we'll go over. Key definitions.

Speaker 4 00:52:05 The full N I A includes 33 definitions. The definitions come from a number of federal regulations, the F y 22 notice of final priorities, established four new definitions in the previous slides. We reviewed the definitions of full service community school coordinator and the pillars of full service community schools. But I do want to address the other two definitions, which are broadly representative consortium and history of effectiveness. Broadly, representative consortium is defined as stakeholders, representing the broad groups of people working together for the best interest of children. Such stakeholders may include, but are not limited to families, schools, nonprofits, government, philanthropy, and the business community. The history of effectiveness means an eligible entity demonstrating the ability to successfully implement programs and policies. Such programs and policies must include, but shall not be limited to successfully implementing with other organization grants, policies and programs for students from high needs school.

Speaker 4 00:53:12 As you complete your application, we do recommend that you crosswalk the definitions with the selection criteria. Will now move us to the selection criteria for AP three. Applicants will be assessed against the following six selection criteria that you see on this slide. They include need for project quality of project design, quality of project services, adequacy of resources, quality of management plan, and quality of project evaluation. I'll dive into each one a little bit more, starting with need for project. This area has a point value of up to 10 points here. We'll be looking at the extent to which the proposed project will provide support, resources and services, close gaps in educational opportunity or otherwise, address the needs of the targeted population, including addressing the needs of the underserved populations most impacted by the issues challenged or opportunities to be addressed by the proposed project.

Speaker 4 00:54:26 The next selection criteria is quality of project design. Under quality of project design, we will be looking at the extent to which the design of the proposed project reflects relevant and evidence-based finding from existing literature, and includes a high quality plan for project implementation, integrating the full four pillars of full service community schools, and the use of appropriate evaluation methods to ensure successful achievement of the project objectives. The point value here is up to 15 points. We will also look at the extent to which the proposed project demonstrates a rationale. This means that a key project component included in the project's logic model is informed by research or evaluation findings that suggest that the project component is likely to improve relevant outcomes. The point value here is up to 10 points. In the next slide, we have an example of a logic model.

Speaker 4 00:55:23 Here you'll see a logic model. I do want to, um, just put a plug for our full service community school competition web webpage, as well as our general community school resource page that we have on our website that contains information and technical assistance on logic models. You can visit our webpage@www.ed.gov. I'll move us along to quality of project services. So under quality of project services, we'll be looking at two factors, all of which hold a certain point value. The first is the extent to which the applicant will ensure that a diversity of perspective is brought to bear in the design and operation of the pro proposed project, including those of students, youth, families, educators, and

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staff, beneficiaries of services, school leadership, and community leadership. The point value here is up to 10 points.

Speaker 4 00:56:24 The next is the extent to which the services provided reflects up-to-date knowledge from research and effective practice. And here are the point values up to five points. We'll move on to the next criteria, which is adequacy of resources. Here we'll focus on the extent to which the grantee has plans for a full-time community school 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. Here, the point value is up to five points. The second focus is potential for continued support for project after the federal funding ends, including as appropriate the demonstrated commitment of appropriate entities to such support. Here, you can see that the point value is up to five points as well. We'll move on to the next selection criteria, which is quality of management plan.

Speaker 4 00:57:28 The quality of management plan here, um, the points are up to 25 points. The secretary considers the following factors, 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 in description of the roles and responsibility of the broadly representative consortium outlined in the required preliminary MOU, the extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families, and the adequacy of the management plan to achieve the objectives of the proposed project on time within budget, um, including clearly defined responsibilities, timelines, and milestones for accomplishing the project tasks.

Speaker 4 00:58:16 Well now move on to quality of project evaluation. Here, the secretary considers the following factors, the extent to which the method of evaluations are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project, the extent to which the method of evaluation will provide performance feedback and permit periodic assessments of the project, of the progress towards achieving intended outcomes, and the extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. With that, I will pause and turn it over to Jane to see if we've received any questions.

Speaker 1 00:59:02 We have gotten, uh, several questions. Um,

Speaker 1 00:59:07 So I'm going to, uh, tackle, uh, kind of going through some of the questions that, that I saw and, uh, wanted to, to hit on some of them, and there'll be some that, you know, will really want to dive into more in our upcoming FAQs. But, uh, all right, so, um, there was a question about, uh, does the MOU need to include all partners? Um, and for that, uh, that is not, it's not a requirement that the MOU be a single MOU with all partners signing onto it. However, uh, when we post the FAQs, you'll see that we do encourage that, and we do encourage that because that way partners can see one another's contributions as well, because this is really about folks working in coordination together at this school and knowing who is, is doing what. Um, there was a question about whether or not it needs to be signed, and I had mentioned before that it's not required that it is signed.

Speaker 1 01:00:26 You would still get to peer review, but, uh, the signatures are a signal that many take to confirm that there's buy-in and, uh, and commitment to what is included in there. Uh, we also

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intentionally, uh, titled this a preliminary M O U, so that, uh, there might be some more space for applicants to be able to work within their, their own organizations and their partner organizations that, you know, this is, uh, preliminary and contingent upon funding. And, uh, and then grantees will have an opportunity to make some adjustments to their M O U that first year. Uh, there was question about whether or not, uh, there were several questions that came up around evaluation. Um, one, you know, is it necessary to identify an evaluator in the application? It is not. Um, you do need to address those required components, and you'll want to, uh, kind of crosswalk those with the selection criteria to make sure that you're including a really strong response to those selection criteria.

Speaker 1 01:01:49 Does not, it does not end up requiring that there is an evaluator that is named a question about who will interact with the national evaluation. Well, as the, um, the, the lead applicant is the, the group that is the, the primary grantee, and so they are on the hook for all of the work of the grant. Uh, and that would include making sure that they are participating in the national evaluation. However, recognizing that the national evaluation is wanting to, um, work with the evaluator so as not to, you know, duplicate in information collected, uh, we do want to make sure that our grantees are helping the national evaluation connect with the independent evaluators as well. Uh, there was a question about whether or not that independent evaluation is needed to happen for the duration, and the answer to that is yes, because as we outlined what the evaluation is supposed to do, it's really about, uh, you know, taking, um, you know, identifying what is working, uh, reporting on the progress, uh, making it actionable so that then it can, there can be improvements or, uh, you know, uh, adjustments that that need to be made.

Speaker 1 01:03:25 And then also that it is public facing that the evaluation is public facing. There were some questions about, um, indicators or measures and how they relate to a specific project. Uh, the notice inviting applications does say that, uh, that grantees do need to report on all of the indicators. Now, it would make sense that if there is an, an emphasis in your project on one, one specific type of service rather than another, or one area rather than another, for example, elementary versus high school, uh, you know, we're not saying that you need to, uh, you know, that you are going to expect to see the same kind of progress across them, but it, it, everybody is on the hook to report on all of the indicators. Um, there was a, that we define independent evaluation, and the department does not have a definition for independent, but as you'll see in the FAQs, when those post, you know, an applicant should consider an al an evaluation that's designed in carried out, that's in coordination with all of the, the employees and the partners who are providing services, but is also independent. So, um, you, you want it to be an objective evaluation.

Speaker 1 01:05:04 Uh, let's see. Um, we do not have a sense, or, you know, we're not able to say, you know, how much time per year. I think that would be a, a good question to connect with some of the current grantees about, there are also some national organizations who have been, uh, you know, looking at the, um, at the notice inviting applications and, you know, working with their stakeholder organizations and, and stuff. And, and they might be a good resource on that. Uh, let's see. Um, there was a question here about, uh, a full-time coordinator being a volunteer. Haven't seen that question before. Um, so, uh, it is not required that the coordinator is paid for out of the grant. Many times it is, but that's not a requirement. Sometimes it may be that, uh, you know, there are other funds like state funds, title one funds that might be used to pay for the coordinator.

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Speaker 1 01:06:16 Um, uh, you know, we could, uh, you know, if you were really had an idea of how a volunteer might work, please send us an email@fscsed.gov. Uh, you know, my, my initial kind of knee jerk reaction is that's a lot of work for a volunteer, and it does have to be full-time. And we do, um, while we don't have a specific definition that we're using for full-time, the, uh, lead organization should use their definition of full-time. And then we also say that it is expected that it is, you know, a 12 month position, and that it would not be a position that would have, um, you know, those summer breaks, for example. Okay.

Speaker 1 01:07:11 Um, yuli, were there any other questions that, that caught your eye that we should make sure we address? Um, oh, there's one more about, um, you know, selection criteria is a good outline. I think a lot of applicants do, uh, structure that way. Laura, uh, I encourage you to take a look at the successful applications and how they're structured, and they're, they are structured differently, and so you can use those to kind of get a sense of how, how other folks kind of approached this and, you know, see, you know, see what, what kind of speaks to you. Um, and then, uh, you know, rental space that is an allowable expense. The one caveat I want to, uh, you know, add to that is, um, is that the intent is that you are really making that school a hub for, uh, services. And so, um, you know, you, we understand that sometimes there are reasons that services make sense to happen in different places, but you know, the spirit is that you're really trying to make sure that that school is a hub for the students and the families and, and the whole community as well.

Speaker 1 01:08:35 All right.

Speaker 1 01:08:38 Uh, so, um, let's, uh, let's move on here. Um, a few more things that I wanted to share about eligibility. So, you know, we've, we've kind of talked about this quite a bit, uh, but you know, one last time here on eligible applicant. So it's a partnership, and the lead applicant can be a local education agency or the Bureau of Indian Education. The lead applicant could also be a community-based organization or nonprofit organization, or other public or private entity, including an Institute of Higher Education. So you've got your lead applicant, and then it needs to be in partnership. Uh, there always needs to be either the L e a or the Bureau of Indian Education as one of those, uh, required partners, cost sharing and matching. We get a lot of questions about this. And so you'll see a lot of, uh, questions on the FAQs here.

Speaker 1 01:09:45 Um, so to be eligible for an award, and one of the, the grant requirements is that there are matching funds that are included. Um, they can be cash or they can actually be in-kind donations or, or services, right? So somebody's salary might be part of the in-kind. Uh, there is no level that is set for that requirement. Um, there is no set percentage either. Uh, so, so it's very easy to meet the requirement. Um, it cannot include federal funds, like federal grant funds, like 21st century or something, unless you are an application, unless you're the Bureau of Indian Education and, and you are, uh, including matching funds, then it can use federal sources as, as Yuli went through the selection criteria. You saw that sustainability is coming up in there. And often that's a place where reviewers are looking to see, well, are there a lot of contributions that are happening that mean that it would be likely that it would be able to be sustained?

Speaker 1 01:11:04 So there's the, the requirement to, you know, kind of get across the, the threshold to have your application reviewed, and then there's being able to fully address those selection criteria in a strong way. And, uh, cost sharing and matching is, is one of those examples. This program

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has a requirement that funds are used to supplement work that's happening and not take the place of not supplant work that's happening. So, uh, it's not appropriate for a grantee to say, uh, use funds to replace, uh, work that would already be happening in their, their school district. So, um, you know, an example would be, uh, you know, there is a certain afterschool program that has been there for years, and now all of a sudden it would be the grant taking that on, and then that money is going someplace else. Um, that wouldn't be appropriate. Indirect costs.

Speaker 1 01:12:06 We get a lot of questions about indirect costs, and it is important to know that this program uses a restricted indirect cost rate. So, uh, local education agencies often work with their state education agency to negotiate indirect cost rates, uh, and that might be, um, unrestricted. And these restricted other types of applicants can, uh, they can use an 8% indirect cost rate, and that is against the modified total direct costs. And, uh, and, and then they can also continue to request an approved rate. Um, but there are different types of organizations and, uh, you know, I encourage you to take a look at our FAQs for information on indirect costs. While we don't have any, uh, administrative costs limitations, um, we do review the budgets to make sure that everything that's included is reasonable and necessary, and that it also conforms to the cost principles.

Speaker 1 01:13:19 And then finally, uh, in this program, we do not allow subgrant, that is to say, an applicant cannot receive the money and then, uh, recompetete that money to other organizations. Um, the, the partners that might be involved with a, a grant like this, are, they operate a bit more as contractors, not every, uh, service or partner. Would it make sense to try to procure them? For example, they're, you know, in, in an AP three application, for example, you're not going to, um, compete for which local education agency, for example. Um, but, uh, you know, it is not appropriate to sub-grant. And, and as you're developing your budget, you would, uh, include those partners that would be receiving some of the money in the contracts line.

Speaker 1 01:14:19 Uh, so as you are preparing and submitting your application, um, you'll use the common instructions for applicants. And the notice inviting applications has a link to that. Uh, they will be submitted through grants.gov. We have a note in the N I A about submission of proprietary information. Uh, we do make our funded applications available on our webpage. And so if there is information that you would not want released because it is proprietary and it could, uh, you know, harm, harm business, uh, you will want to identify that in the application. We will make an independent determination. But we do encourage you to, um, you know, to let us know if there are things that you would not want released. Um, this year we have a recommended page limit of 100 pages for the narrative portion, and we do encourage folks to use double space. These are our formatting is recommended.

Speaker 1 01:15:30 It is not required, and I, I want to say why we make these recommendations. It's really about our making each application very, um, manageable for our peer reviewers. You got to remember that they're going to be reading, you know, seven, eight of these applications. And so we want to, we want to be kind to their eyes. So, um, so we encourage folks to keep the narrative to, you know, ideally no more than a hundred pages, largely double spaced. We get a lot of questions about charts, and if that is, if the formatting applies to that, well, given it's recommended and not required, you can, you can determine, and sometimes those charts, uh, actually are, are easier to, to read if they're not double spaced. Right? Uh, I saw that there was a question about logic models and whether

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those count as part of the, the page limit, um, the logic model will likely be submitted, um, as a kind of an attachment to the application. And so it would not count toward your a hundred pages of your narrative. Neither would your mou neither do resumes. If your application is going to include resumes. So that a hundred pages, we're really talking about the narrative portion. Uh, we've said this before, but deadline for the notice of intent to apply is July 7th. Again, not required, but does help us as we prepare for review applications are due on August 8th, and we will be making awards by December 31st, 2023.

Speaker 1 01:17:19 Here's a little bit of what happens after we receive your applications. Uh, so it, there's a lot that happens after we receive, uh, the applications. So first we do a preliminary eligibility review, and that's where we're making sure that they have the M O U that, um, you know, it's an eligible organization and has the, the required partner. Um, here's where we're making sure that, um, uh, you know, that if it was submitted as a rural application, that indeed the one of the school districts is, uh, eligible under the rural low income schools, or the small rural school achievement programs. Then we move into peer review. Our peer review process uses non-federal employees who have experience relevant to community schools. In fact, you can see on our webpage that we have an open call for reviewers. Now, we hope you'll apply for this, but if for some reason you did not apply and you wanted to participate as a peer reviewer, please do submit your resume, uh, through, through that process.

Speaker 1 01:18:38 There's a lot of information on that call for peer reviewers page. Our review, our, our panels are made up of three individuals, and they read and they score and they write comments for every application. They do it independently. Then they come together to discuss the application. Sometimes from that discussion, they decide that they want to adjust a score or a comment, and they have an opportunity to do that. Once we have all those scores and all those comments, and then we take a look at, uh, you know, what, what the scores are. And then from there we determine the highest scoring applications, and we do a review of the budget to make sure that the costs are allowable and applicable and reasonable. And we also do a risk review. So we're making sure that, um, our, uh, entity, um, risk review that it, you know, it, it highlights if there are applicants who are considered high risk or have missing audits or things like that.

Speaker 1 01:19:51 Um, you know, after that we make our grant awards. We will make those by December 31st, 2023. And regardless of funding status, everybody receives all of their scores and their comments. So if you receive an award, you'll get your scores and comments. If you don't receive an award, you will also get your scores and comments. And those usually come within about three to four weeks after we make, uh, award announcements. Um, one thing I'd like to back up to in, you know, this was kind of coming in in some of the questions, is for peer review. We will have panels that are really just looking at each absolute priority. So an absolute priority three grantee is going to be read on a panel that has all absolute priority three grants. We won't be mixing that up. The N I A also says that provided there are applications of sufficient quality, we do expect that we'll make, uh, awards under all of the different slaves. So that means, you know, under absolute priority one, we would make awards in, uh, capacity building and development in multi l e a and in state scaling. And the same is true under absolute priority. Two, our rural serving applicants, uh, that we would see awards made under capacity building and development under multi-district, and then also under state scaling.

Speaker 1 01:21:32 We have a lot on our webpage. Um, it was good to see in the chat that some folks are already taking a look at some of those things, including the, the grant award application or the grant

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applications that we funded last year. So here's just a few things. We've got an overview of the notice inviting applications where we kind of compare the differences across absolute priorities. There's a recording and a slide and a transcript. This logic model is something that's new for this year. So we have some resources related to the logic model. Again, a recording and slides and a transcript. And those two are pretty short recordings. They're, you know, like 15 minutes, 10 minutes max. Um, we have this presentation today. We, this week did one under multi level and then the state scaling. And so all of those recordings and slides and transcripts will be posted to our webpage by early next week.

Speaker 1 01:22:34 We'll continue to announce any future webinars on our webpage as well. Our webpage is where we're going to have our frequently asked questions, and those will be updated very regularly. We'll always have a date on it so you can see that it has been updated. Um, and then there's, uh, you know, we've mentioned the page that has the grant applications on it, but then we also have this general Community Schools resource page, and that is really helpful too. So it has some information about kind of the evidence and evaluation around community schools. It has information about logic models, it has information and links to, or organizations that have been doing this work and involved in this work for a really long time. And many of them are actively working to support grantees. So if you're interested in seeing, you know, what kinds of organizations are out there and what they're doing, encourage you to take a look at some of the groups that are listed there.

Speaker 1 01:23:43 Uh, here's our contact information. It's our fcs.ed.gov you heard from Richard. And he is, uh, our lead respondent on that, that web, uh, that email address. We do our best to get through questions on a daily basis. Uh, usually we're able to get back to people within two or three days, but it is a heavy lift because we do have a lot of questions that are coming in. So thank you for your patience and thanks for using that email address. And then here you've got our, uh, our program webpage where you can navigate to get to our competition page, the application page, et cetera. And then these are just the names of our team. You heard from Elson and me, you heard from Yuli, who's one of our program officers, uh, Richard as well. And Steven is our impact fellow. He was not able to join us today, but he is a great resource and we're so excited to be working with him. Okay, so we've got just a couple of minutes left and I am wondering, um, Yulee or Richard, are there, uh, any questions that you think would be really good for us to address?

Speaker 3 01:25:09 So, uh, Jane, this is Richard. We did have one, um, about, um, the grand period and the budget period.

Speaker 1 01:25:18 Mm-hmm. Yeah. Uh, and that will be in our FAQ page. Um, Jennifer, it's not on there yet, but I am hoping it'll be on there by the end of today. Uh, and, um, and so the grant, it is a five year grant period up to 60 months. And for this competition, we'll make the awards by December 31st. The first day of the grant period will be January 1st. The each year will run from a January one to December 31st timeline. That'll be true for the duration. Um, let's see. So letters of support, uh, you know, those are, those are fine. They can be, um, included in addition to the memorandum of understanding. Sometimes, uh, partners, uh, you know, there might be different reasons that, uh, a letter of support is included. So, uh, yes, those, those are allowable and they don't count toward your page, uh, your recommended page limit.

Speaker 1 01:26:33 Um, let's see. Uh, there was a question about a district level coordinator or manager. Many of our, our grantees do use, uh, funding to support a district level coordinator or

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manager. Uh, and that can be in addition to also funding the full-time community school coordinator as well. Um, all right, uh, so I know this is a lot of information that we have run through. Um, you know, you will have the, the transcript and the slides. Uh, you'll have the f a Q document as well. And you are welcome to follow up with us through fscs.ed.gov as well. And we really hope that you will, uh, get together with your partners and consider, uh, submitting your application. I've also said to some of our, our colleagues and our partners that even going through the application process has been really beneficial for some communities. Um, even if they weren't awarded, they really had a place to start and continue their work with partners to provide really critical supports and services for the, the students and the families that, that are served. So thank you very much for your time today, and I hope you have a wonderful weekend. Bye-bye.

Speaker 0 01:28:10 Thank you for joining today's call. And thank you for using event services. Your call has ended and you may disconnect.