

Date: June 13, 2023

Full-Service Community Schools Pre-Application Webinar: FY2023 Notice Inviting Applications Absolute Priority Four (4), Multi-LEA Grants

Written Transcript

Speaker 0 00:00:00 Welcome and thank you for joining today's Full Service Community Schools FY 2023 Notice inviting Applications absolute priority for Multi Local Educational Agency grants. Before we begin, please ensure that you have opened the WebEx chat panel by using the associated icon on the bottom right corner of your screen. Please note that all audio lines are on listen only mode. To minimize background noise, you may submit questions via the chat panel throughout the presentation. To do that, please simply select everyone from the dropdown menu in the chat panel, enter your question in the message box provided and send. And if you require technical assistance, please send a chat to the event producer. And with that, I will now turn the conference over to Jane Hodgdon. Please go ahead.

Speaker 1 00:00:52 Thank you, and thanks so much for your assistance today. Hello everybody. Greetings. Welcome to today's webinar. This is the Full Service Community School's fiscal year 2023 Notice Inviting Applications webinar, and it's focused on absolute priority four multi local education agency grants. I'm Jane Hodgdon, the lead for the Department of Education's full Service Community Schools program. And I will be one of the first people that you hear from today, and you'll hear from me a few times throughout. We're going to have our full team engaged in this webinar. And so to kick us off is the leader of our, our team, our unit, Elson Nash, the director of the School Choice and Improvement Program. And I am really excited that he's here with us and he's going to offer some welcoming thoughts. Nelson?

Speaker 2 00:01:57 Yes, thank you so much, Jane. Uh, just want to thank Jane for Incre, her incredible leadership and, uh, our team, uh, that is on this call. Uh, last week the full team attended the Coalition for Community Schools Conference, and it was our opportunity to, uh, make the announcement, um, for this grant competition. And so those of you who are participating today or attending, uh, you are the beneficiaries of all the hard work that went into putting together this notice. Um, I'll let Jane introduce the team, but just wanted to thank them again for all of their hard work, and we are looking forward to your applications. So thanks again, Jane, and good luck everyone.

Speaker 1 00:02:52 Thanks, Elson. Thanks so much. Uh, before I jump into some of the content here, um, I, I just want to remind everyone that this is being recorded. The recording and the slides or presentation will be posted to our competition webpage. And if you have questions that we're not able to answer through the, throughout the webinar, please send those to us and we will make sure that, um, we, we address those either directly through you or we will, um, add them to our frequently asked questions. At the end of the, the webinar, we'll also have a page where you'll have the contact information for everyone. Um, so, uh, here's our plan for today. Uh, our, as I mentioned, our, our entire team is going to be joining us, so we'll start off with an overview of the absolute priority four. Richard will walk through that with you.

Speaker 1 00:04:04 Then we'll move into the competitive preference and invitational priorities. Richard's going to cover that as we move into the application requirements. That's a pretty beefy section there. Steven Castio will be presenting that. And then we'll move into the program requirements and the selection criteria. Juliana Brewster is going to lead that. And then I'll round us out with some final information around submission and resources that are available to you before we jump in. You'll hear some of this information multiple times, but I don't know that we can, uh, say it too much. I just want to

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make sure I ground us in a couple of details. Um, the first is that eligible applicants for full service community schools, regardless of the absolute priority or type of grant that you might be, uh, considering applying under the eligible applicants are the same throughout. It needs to be a consortium or partnership between one or more local education agencies or LEAs.

Speaker 1 00:05:28 We also use the term school districts. That might be a more common term, but we'll stick with our legal term here, LEAs, or instead of a, an e a, it could also be the Bureau of Indian Education. Either the e or the Bureau of Indian Education would need to be in partnership with one or more community based organizations, nonprofit organizations, or other public or private entities. So, uh, for B, um, those community based organizations, nonprofit organizations, they might include, uh, you know, a university or a college. They could be an afterschool provider, they could be an early learning provider. So there are lots of possibilities for who that organization or those organizations would be that meet the, the section that, uh, lowercase b section there under absolute priority four, we make awards up to 15 million, and that is over the five year award period. So over the, the course of the five years, you can receive up to 15 million.

Speaker 1 00:06:58 The intent to apply is due July 7th. This is not something that is required. It does help us as we plan for how many applications will be coming in under each of the, the types of grants. But if you submit an intent, it does not mean that you're on the hook to apply. And if you do not submit an intent, you can still apply. So it is, uh, it is optional, but it is incredibly helpful for us. Then applications are due, uh, by August 8th, 2023, and we will make awards before the end of this calendar year. We will make them by December 31st, 2023. We will, um, we will be pausing. I neglected to say we'll be pausing for questions at a few, uh, uh, determined spots. So we'll hold on answering any of the questions that are coming into the chat until we get to, uh, one of those pause places. So with that, I'm going to turn it to my colleague, Richard.

Speaker 3 00:08:15 Thank you, Jane.

Speaker 3 00:08:21 So, under, um, AP four, the keyword to remember is multi. So, um, these would be, um, applications that would involve schools in more than one local education agency. And, um, the eligible entity for any grant would be a consortium of one or more LEAs or the, the Bureau of Indian Education and one or more community based organizations, nonprofit organizations, or other public or private entities. The project must, with exception of LEAs that oversee a single school or just one school, coordinate and provide services at two or more full service community schools in each lea. Again, the project must, with exception of LEAs that only oversee one school, coordinate and provide services at two or more full service community schools in each l e a absolute priorities one and two AP one is Title one, a school-wide program eligibility. To meet this priority, you must propose to serve a minimum of two or more full service community schools eligible for schoolwide program as defined in the application notice we published under section 1114 B of the E S E A as part of a community or district-wide strategy under AP two, you would need to do that plus include an L e A that satisfied the requirements of the small Rule achievement program or the rule and low income school program.

Speaker 3 00:10:39 Again, under absolute priority two, you would have to do what you do under absolute priority one, but also you would need to include an L e a that satisfies the requirement of the small Rule Achievement program or the rule and low income school program.

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Speaker 3 00:11:04 So thinking of the five absolute priorities we have, there are a number of different combinations, absolute priorities applicants could apply under, uh, and they are listed, um, in smaller letters in the center and bottom of the slide. So if you're applying for under absolute priority one, you could also apply under absolute priority three together. You could combine absolute priority one with absolute priority four, and you could combine absolute priority one with absolute priority five. In addition, if you're applying under absolute priority two, you could combine that with either absolute priority three, absolute priority four, or absolute priority five. So there's six options when you combine absent priorities, and you would still be eligible

Speaker 3 00:12:03 Competitive preference priorities, both c PPP one, meeting students, social emotional academic needs, and CPP two with which is about strengthening coordination and community engagement as part of systemic change are each worth five points. Again, they're both each worth five points or up to five points, actually, meaning it could be 1, 2, 3, 4, or five points that you get under each of these priorities. It's not an all or nothing in terms of the points. Another important thing to remember under cpp one is that if you provide an excellent response under any one of these three priority areas listed here, you could get all the points or you could decide to write the two of them or all three of them.

Speaker 3 00:13:10 The first one is about supportive, positive inclusive education and work-based settings. The second one is about providing systems of support that address learning barriers, both in and out of the classroom. And may include evidence-based, trauma-informed practices and professional development for educators on avoiding approaches. However, for both of these, and all three of them, actually, I would suggest that you read them, you know, very carefully, make sure you look at every word before you graph your response. And the third priority is a, has a focus on creating, implementing comp, comprehensive school-wide frameworks. We give some examples of what those could be, and these should be frameworks that support strong, consistent student education and, pardon me, student and educator relationships. So again, you could write to one, two, or all three of these.

Speaker 3 00:14:36 CPP two is called strengthening cross agency coordination and community engagement in that systemic change. So if you read this the first few times, it seems like there is a lot here, and there really is one way to sort of focus that I found is to think of this as a journey. So in this journey, you're to get to the bottom, which is addressing community violence prevention intervention. But to go on this journey is supposed to go there a certain way. And that way is taking 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. So while the ultimate destination is community violence prevention intervention, you're supposed to get there through a systemic evidence-based approach that improves outcomes for underserved students. And as part of this effort, you need to make sure you coordinate efforts with other entities, federal, state, local, community based organizations that supports students. So it's a journey and it's a journey that you take in a very specific broad coordinated evidence-based way.

Speaker 3 00:16:24 So we have an invitation priority as well. One thing to keep in mind about invitation priorities is there are no points, and we're not also going to look at you at your application negatively because you decided you wouldn't address it For whatever reason, you gain no points, you lose no points by addressing this. Uh, however, if you, you are an entity that is considering including transition practices that focus on transition from preschool into kindergarten and from kindergarten into

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the early grades of elementary school, would be great if you would write to this Limitational priority. But again, it's up to you, just like with the notice of intent to apply, it's not required. You don't gain or lose points for doing it or not doing it. If you do write to it, you could write to one or more of the following, meaning you could write to one, you could write to two, or you can write to all three. And again, it isn't required. I will be handing it off to my colleague, Steven, for the following slides.

Speaker 5 00:17:59 Thank you, Richard. And we have just a few questions, uh, that are popping up in the chat, and I, I don't think we'll get to answer all of them, uh, right now just to keep moving on. But just to clarify, if you're a nonprofit, you can be the lead applicant, is that correct?

Speaker 3 00:18:17 Yes, that is correct.

Speaker 5 00:18:20 And then I'm seeing a lot of questions of folks who are, are just thinking of, um, of their particular consortium of whether or not it qualifies. And so if they have specific, uh, questions about their unique setup, uh, where should they send those questions?

Speaker 3 00:18:39 Um, to the, um, program specific mailbox, which is, um, fscs ed.gov. Let me just, um, yeah, it's fscs ed.gov, that's again fscs@ed.gov.

Speaker 5 00:19:03 Perfect. Thank you. Um, and, and, uh, I think that'll help as folks have specific questions about their, uh, consortium and their partners about how to apply that. We, we can answer those, uh, so that, that we can keep moving on here. Uh, and specifically I'm excited to move on, um, to the descriptions here, uh, of the application requirements. And so, uh, we'll start out by talking about the, uh, different pieces that go into, uh, the, the application. And specifically we're going to be thinking about, uh, the description of the eligible entity that should be included, uh, in your application. In addition to that, uh, we'll talk about, uh, the preliminary memorandum of understanding or M O U, uh, which in should include all partner entities in the eligible entity that will assist in planning, developing, coordinating, providing, and evaluating pipeline services, which we'll talk about a little bit more here in a second.

Speaker 5 00:20:11 And that, uh, M o U should also describe the rules and responsibilities that the partners, including the broadly representative consortium, will assume. We'll also get into a description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more, uh, full service community schools. And you'll also be providing a, a comp, a comprehensive plan, uh, and an assurance that the eligible entity and its partners will participate in the national evaluation assessing implementation of the full service community school program. And then finally, uh, in assurance that the eligible entity and the your partner entities will focus on schools that are eligible for the school-wide programs, uh, under the section of ESSA described here that, uh, Jane and, uh, Richard mentioned in the beginning.

Speaker 5 00:21:14 So let, let's start out with those first, uh, those, those first requirements, those, those requirements, one, two, uh, and three. The first one is a description of the eligible entity, and the second requirement is that preliminary memorandum of a understanding. And while an MOU has been a part of the Full Service Community School, uh, program, since the passage of the Every Student Succeeds Act this year, we've, uh, adjusted and we're requiring a preliminary M O U that that be submitted with the application. And then a final m o u by the end of the first year of the grant award, as a part of the

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requirement for all absolute priorities, a preliminary MOU will be required, and that MOU is intended to assist the consortium in planning, in developing, coordinating, and providing and evaluating pipeline services that describes the roles and responsibilities of each partner in the consortium.

Speaker 5 00:22:25 The third application requirement is the capacity of eligible entity. This requirement is a description of the capacity of the lead applicant to coordinate and provide pipeline services at two or more full service community schools in each of those LEAs included in the consortium. Uh, in a few slides, we'll go over more detail, uh, what those pipeline services are for the grant. So now let's look at, um, at the applicant requirement that, that, that fourth piece, that comprehensive plan as a part of the comprehensive plan an applicant, uh, you should be looking at descriptions of the following things that are listed here, the student, family and school community to be served, including the demographic information, uh, plan for conducting the needs assessment. The next one is a plan for developing annual measurable, measurable performance objectives and outcomes. Also, a plan for identifying and developing pipeline services.

Speaker 5 00:23:36 Then a description of the four pillars of community schools, which we'll review here in a few slides and plans to ensure that each full service community school site has a full-time coordinator. Also, you'll need plans for an annual evaluation and plans for sustaining the programs and services. So we can look at these, uh, little bit more closely. And starting out here, uh, with those first pieces of the, uh, comprehensive plan for the item A listed here, the applicant should provide a description of the student family, uh, in school community to be served, who you're serving, including the demographic information, um, the item of the comprehensive plan that's consistent across all absolute priorities. And while, uh, similar across absolute priorities, absolute priority three, items B and C here are a little different recognizing, um, that, uh, absolute priority three applicants are, are there focused on building capacity and beginning to develop their full service community schools.

Speaker 5 00:24:52 We know that they need to describe their, their plan for conducting the needs assessment and also their plan for developing measurable performance, uh, objectives as well. Uh, but I know most folks are, we're focused on AP four today on the absolute priority four. Um, and so for that, uh, we're, we're really, uh, focused on applicants describing their needs assessment and annual performance measures. And for item B, uh, specifically for absolute priorities, four and five, applicants need to provide a description of their needs assessment that will identify the academic, physical, non-academic health, mental health, and other needs of their students, families and community residents. Then moving to item C, uh, specifically, again, for absolute priorities, four and five, applicants will need to provide a description of your annual, uh, measurable, measurable performance objectives and outcome outcomes, including an increase in the number and percentage of families and students who are targeted for services each year of the program. And that's in order to ensure that children are, uh, as you can see listed on the slide, prepared for kindergarten achieving academically and safe, healthy and supported by engaged parents.

Speaker 5 00:26:20 So, uh, moving on with the comprehensive plan, the pipeline services. Uh, so as we know, pipeline services, that is defined, um, in the notice inviting applications. It's also defined in the Every Student Succeeds Act. Um, and those include, uh, existing and additional, uh, pipeline services to be coordinated and provided by the eligible entity and its partner entities. And that includes an explanation of why such services have been selected, how such services will improve, uh, student

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academic achievement, and how such services will address the annual measurable performance objectives, uh, that are, uh, described in, uh, the requirement. And, um, uh, I think it's also important to, to note here, uh, that as you're thinking about these, that these services are important to connect, uh, to your proposed use of funds, uh, that each grantee shall use the, uh, grant funds for the following activities for, uh, coordinating not less than three existing pipeline services as of the date of the grant award, and provide not less than two additional pipeline services at two or more public, uh, elementary or secondary schools.

Speaker 5 00:27:44 So, some of you might have heard that the three plus two idea in some of our past webinars, where you're taking those three existing pipeline services and then adding no less than two to the extent practicable. Uh, you are also trying to integrate multiple pipeline services at two or more public elementary schools or secondary schools. And for folks, uh, like, like the you all under absolute priority four. Uh, also thinking about integrating multiple pipeline services at two or more public, elementary or secondary schools in each, uh, local educational agency. And if applicable, we're also trying to coordinate and integrate services provided by community based organizations and government agencies with services provided by specialized instructional support personnel. So those are the, the pipeline services. And just to be a little bit more specific, we wanted to include a slide with the, the, basically the same, uh, information that was on the previous slide about the pipe pipeline services. Uh, again, those services are defined in the notice inviting applications, but wanted to make sure you had a list of what those different, uh, pipeline services are, starting with high quality early childhood education listed here and through, uh, letter H, the juvenile crime, uh, prevention and Rehabilitation services.

Speaker 5 00:29:14 So now, uh, we're moving on to the pillars of full service community schools. As I mentioned, this is another piece that, that you'll need to include in your applications. Um, and a descr, you'll need to include a description of, uh, the pillars of full of full service community schools, uh, how they've been in place, or how they will establish, uh, as a grantee, these different, uh, pillars in your applications, including the community based organizations and collaborating with your school leadership and staff. And then, and we'll walk through, uh, those four different pillars here. Uh, we recognize that some of those, uh, pillars may already be in place, or they may still need to be established. We know some applicants may already be addressing either one or two of the pillars, but need to establish the others with the grand. So, uh, just recognize that folks are going to be at different, uh, places there.

Speaker 5 00:30:11 Uh, but regardless, in this section, we're requiring a description of either how those pillars are now or how they will be, uh, established. So let's look at those pillars a little bit more closely, one by one. So, um, what we have here are integrated student supports. This is the, uh, first pillar, um, that, that, uh, you'll need to have in your application. And this means, um, supports at a community school. They provide in and out of school supports for students. They can address wellbeing, student and teacher wellbeing, address out of school barriers to learning through partnerships with social and health service agencies. That includes mental health, behavioral health agencies and other providers. And also that they're coordinated by a, uh, community school coordinator. Uh, common examples of integrated student support services include medical, dental, vision, care, uh, mental and behavioral health, including, um, uh, mental health, uh, literacy for students and staff and trauma informed services to prevent, uh, to intervene and to mitigate adverse childhood experiences and

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individuals to assist with housing, transportation, uh, nutrition, citizenship, pre preparation or criminal justice issues, and other services.

Speaker 5 00:31:38 So that's the first pillar. Uh, the next one is expanded, uh, learning, uh, expanded and enriched learning time and opportunities. Um, so, uh, this one, again, you've got the definition, uh, listed here. That's also in the notice, inviting applications commonly expanded, enriched learning time and opportunities. Uh, we, we know that they're essential to school's capacity to support students' academic growth, as well as to help them socially, emotionally, and physically. And this means that in a community school, uh, that these opportunities and experiences they're provided through, uh, evidence-based strategies that could be before school, after school, uh, during school weekend and summer programs that provide additional academic instruction. Um, they also, uh, I include enrichment activities or learning opportunities for students that may emphasize, uh, real world project-based learning, where students can apply their learning to conducts that are irrelevant, uh, and engaging. And they may include art, music, drama, creative writing, hands-on, uh, experience with engineering or science, including computer science, career and technical education tutoring, uh, that's aligned with classroom success and homework help, and recreational programs that enhance our consistent with the school's curriculum.

Speaker 5 00:33:03 So, I know that's a long list, but I know you all are also, uh, providing a lot of those different services. So you get to tailor it, uh, a bit to your, to your own unique needs and your own unique program. And the same is true for the third pillar. Again, you can see a definition of active family and community engagement on the, uh, uh, slide. And this pillar brings parents and families of students at the community school and in the community into the school as partners in, uh, as partners in students education, including meaningfully involving parents and families in the community school's decision making processes. This includes making the community school hub for services, activities, and programs for students, uh, families and members of the neighborhood, uh, that the community school serves. This pillar, uh, provides adults with desired educational and employment opportunities and other supportive services.

Speaker 5 00:34:00 And then finally, it provides a, a centralized support for families and communities in schools, uh, which may include English as a second language classes, citizenship preparation, computer skills, art, housing assistance, um, child abuse and neglect prevention supports health and mental health, uh, services literacy programs. Could be di Digital Literacy or other programs that bring parents into the school building. So, again, that we know that those will look different depending on the grantees in your unique context. And then finally, we have collaborative leadership and practices. This is often called, uh, the, the fourth pillar, or the, the glue that holds the other pillars together. And that's because in a community school, uh, one that builds a culture of professional learning, collective trust and shared responsibility, we know that for each community school, there are going to be strategies that, uh, at a minimum include a school-based leadership team with representation of students, parents, family leaders, um, and community voice is also where the community school coordinator and a community school, uh, leadership team come in.

Speaker 5 00:35:13 Uh, you could also have other leadership or governance teams, uh, steering committees or community coalitions, uh, professional learning communities or other educator learning communities, uh, where staff get to manage the multiple complex joint work of community school implementation. So that wraps up the four pillars, and now we will, uh, we'll go back and finish reviewing

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the remaining items in the comprehensive plan. Um, and these pieces fit together. I know we talked about the pipeline services and the four pillars, but you can see on this slide how, uh, those different pipeline services that we, uh, listed on the slide, how those nest within, uh, the four pillars of community schools. So a lot of those, as you're thinking about the filler pillars, those different pipeline services fit pretty neatly into those. Um, and so you're not required to approach it this way, but we want to provide this framework, uh, this slide to show how those different pieces of the application, uh, fit together.

Speaker 5 00:36:20 And now we have, um, the, the full-time coordinator, again, this is really important, uh, to the access the success of community of full service community schools. And that's because in a, a full service community school, a, a community school coordinator, they're an individual, uh, in a full-time position who serves to plan, integrate, coordinate, and facilitate the delivery of pipeline services at each school. We know that the coordinator, they may also lead the school and community assessment, the needs assessment or asset and needs assessment, and identify ways to sustain the services and partnerships beyond the duration of the grant in the application. The comprehensive plan should ensure that each full service community school site has a full-time coordinator of those pipeline services at, uh, at the school, including a description of the applicant, uh, the different funding sources, the plans for professional development, uh, for personal managing and coordinating those pipeline services and plans for joint utilization and management of the school facilities.

Speaker 5 00:37:32 And this is something where the, the authorizing legislation, every Student Succeeds Act. It does require that each school have a full-time coordinator, so it can't emphasize that enough. And then, uh, so that brings us to the annual evaluation. And this, uh, uh, again, comes from the Every Student Succeeds Act where there's an evaluation in, uh, fiscal year 2022, so not this year, but last year, uh, the department included a separate, uh, requirement that the evaluation be independent and for this year, plans for an annual evaluation based upon attainment of the performance objectives and outcomes. We know that an applicant, in addition to providing the information and assurances that are required, uh, as a part of the application, that you also commit to an independent evaluation, that will at a minimum include evaluations of the programs, uh, of the progress achieved within the grant, also, hopefully using that to be used and refined and improve your activities throughout the grant, and then to collect and report data that includes, but it's not limited to indicators, uh, that, that are listed here on the next slide.

Speaker 5 00:38:54 Uh, and I'll add that the, the results of that evaluation should also be publicly available, available. So, uh, about those indicators. So you can see we, we've bucketed those, uh, different indicators on this slide here on the left, you can see the quantitative indicators starting with, uh, chronic absenteeism rates, uh, the quantitative indicators. Uh, I am also thinking about them as being administrative data or administrative indicators, uh, because they include the, uh, information including discipline rates, uh, suspensions and expulsions. The third one is school climate information, which may come from, uh, student, parent or teacher surveys, information on the number and qualifications of school staff. So you're collecting information of your school staff, including the number and percentage of fully certified teachers, disaggregating that by race and ethnicity, and also looking at rates of teacher turnover and teacher experience. And the last two here on, on the quantitative measures are the school spending information and graduation rates.



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Speaker 5 00:40:05 And if we turn to the right column, uh, these indicators, uh, you can think of more of qualitative indicators or non-administrative indicators. And the first four are measurements of the four pillars of community schools that we just went over. And then the final three really look at, uh, continuous improvement. Uh, the fourth one down looks at regularly convening or engaging all initiative level partners. So that includes I e a representatives, um, and other folks who, who are key partners in implementation. Uh, the next one looks at regularly assessing program quality and progress by looking at individual student data or participant feedback so that you're developing strategies for improvement. And then finally, uh, organizing school personnel and community partners into working teams, uh, so that you can discuss specific issues that come up in the needs and assets assessment. So those are the annual evaluation indicators that you'll be reporting on.

Speaker 5 00:41:05 And then, um, on the next slide, we, we really think about, uh, how all these different pieces connect. Um, so you can see we, we've got a little bit of a framework here that brings the pieces of the evaluation requirements together. Uh, here the applicant develops annual measurable performance objectives and outcomes. We know that you all are when, when you apply our committee independent evaluation, which will include the collect data reporting of data on those required indicators, and then using that information to, uh, that data, making it publicly available. And the program measures for the full service community school program that remains the same, and that is increasing the number and percentage of families and students who are targeted for services each year. Uh, that's in order to ensure that children are prepared for kindergarten achieving academically, and that they are safe, healthy, and supported by engaged pro, uh, parents.

Speaker 5 00:42:07 So really, uh, what we're emphasizing here is how those indicators and measures fit together in a process of continuous improvement. And then finally, we have where we want to look at sustainability. Um, so that is, uh, the, the final part here where you're making, we want to make sure that that connects with the criteria that Yu will be going over in a second. Uh, that criteria of project design, of making sure that, uh, we know these grants are just for five years, but thinking about how, uh, that the, these funds will hopefully catalyze change into the future and sustain initiatives.

Speaker 5 00:42:48 And, um, so, so we also have, uh, some application requirements from the notice inviting application. So, um, as I mentioned previously, uh, in the opening, uh, slide of my section here, that you'll include an assurance that el the eligible entity and your partner entities will participate in that national evaluation, which, which is unique for this year's competition. And that, uh, may include, but it's not limited to completing surveys of grantee organizations, uh, grantees, schools. And that may include multiple individuals within each schools, such as the principal or service coordinator and pot, potentially a sample of teachers within the grantee schools. It also includes participating in interviews, uh, with the grantee organization, uh, as well as, uh, providing administrative data such as those student, uh, absenteeism rates and high school graduation rates. And then also cooperating with data collection at several points during the grant period.

Speaker 5 00:43:53 So that'll, uh, uh, likely look like an initial data collection, uh, of setting baselines. And then during the middle of the grant period, an interim round of data collection, and then towards the, the end, uh, a final round of data collection. That way, uh, they, we will, we'll be collecting and, and, uh, sharing information, not just at the end of the evaluation, uh, but throughout implementation to share those best practices and learning along the way. And then finally, we, we also want to assist in, uh,

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grantees to be assisting in facilitating connections between, uh, your local evaluators and the national evaluation to make sure that those, uh, are, uh, completely separate and that those work together in a way, uh, that ensures efficiency in coordinating, uh, between those two efforts. So that, that concludes my section of the different pieces that, uh, that are included in the applications. So I'll pause here to see if there are any questions, uh, uh, to answer before I pass it on to Yuli.

Speaker 6 00:44:54 Great. Steven, we actually received a few questions. I'll begin with, um, one of the questions we received earlier, which is, does the needs assessment need to be completed prior to applying, or can it be completed after receiving an award?

Speaker 5 00:45:14 So I might, Jane, do you mind if I kick that question to you?

Speaker 1 00:45:18 Yeah, hap, happy to. Um, so under absolute priority three, which is not this webinar, that's our, uh, capacity building and development grants, uh, we very specifically say that we understand that they may not have had that capacity to do any kind of robust needs assessment, um, for those applicants. Or, uh, those grantees who are, um, more familiar with community schools have been working in community schools for some time. We do expect that there is, uh, you know, a, a good understanding of what the needs are. And I also want to add one of the, the strong practices for community schools is that they are regularly updating their needs assessment. So that is something that we see many of our grantees do on an annual basis because the needs of a community change, the needs of students change. Um, so we do, uh, expect that our applicants under absolute priority four would have a, a solid understanding of what the needs are for the, the school, the communities that they're, they're going to be serving. But there is an opportunity to fine tune and, um, kind of refine what those needs are as you work through your grant.

Speaker 6 00:46:54 Great. Thank you, Jane. And Steven, another question we've received is, does an applicant need an M O U with each school district, um, and an M O U with members of the consortium? And essentially how many mou are needed?

Speaker 1 00:47:12 I'd be happy to jump in on this one.

Speaker 5 00:47:14 Yeah, go for it.

Speaker 1 00:47:16 All right. Uh, we don't have our FAQs posted quite yet, uh, but when we do, you will see that there are a number of questions in there, uh, that kind of get at, um, at the same, same question, same, uh, same curiosity. Uh, it's our preference that there is a single M o U between all of the partners, um, that is helpful because then each partner can see what they are, uh, what they're doing, what the other partners are also doing, right? So I don't just see that I'm providing a certain type of service. I see the other types of services that, uh, that other community organizations are presenting. That said, uh, it, there does need to be agreements between these required organizations, and it is very important that, uh, the lead applicant has those, um, those agreements between each of the local education agencies as well as the other, uh, types of, of partners.

Speaker 6 00:48:31 Great. And I have one more question. I think this is the last one that just come, came through, is, can the external evaluator also be a subcontractor that is providing an administration of one of the community schools being evaluated?

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Speaker 1 00:48:49 Uh, that might be a little bit complicated for me to try to, um, kind of weed through, uh, at this moment. Um, uh, you know, we do want the independent evaluator to be independent. Um, so it may be complicated if they are also a, uh, a service provider. Um, and that's kind of how I'm understanding that question, but perhaps that's one that, um, would be good to send to us@fscsed.gov.

Speaker 6 00:49:33 Great. Thank you, Jane. We will now move on, um, and dive into program requirements. Um, so if funded, there are a number of program requirements that must be met on this slide. You can see the list of the requirements. Um, so we'll begin with matching funds. A grantee must provide matching funds with this grant. There's 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 for Indian Education may meet their matching requirements by using funds from other federal sources.

Speaker 6 00:50:19 Second use of funds grant grantees may use up to 10% of their total grant award for planning purposes in year one. Um, also, 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 for AP four and AP five, grantees must integrate pipeline services at two or more schools in each L e a, with the exception of those LEAs that oversee a single school. Also, if applicable, coordinate and integrate services by community-based organization and government agencies. The third on our list is evaluation. Grantees must use an independent evaluator to conduct annual evaluation of the progress achieved to refine and improve activities, and to make results publicly available, as has been shared by, by my colleagues. Fourth is the participation in a national evaluation, um, which Steven described earlier in the webinar. And finally, fifth is a requirement of an M O U. Again, grantees must submit a final m o U at the end of the, of year one of the grant. The m o U should be among all partners in the eligible entity that will assist in planning, development, coordination, and provision and evaluation of public pipeline services. And that describes the roles and responsibilities, um, that the partners have, including the broadly representative consortium. We'll assume we'll now discuss, uh, key definitions.

Speaker 6 00:51:58 The full N I A includes 33 definitions. The definitions come from a number of different federal regulations for the FY 2022 notice of final priorities. Um, there was established four new, um, specific full service community school definitions in the previous slides. We reviewed the definitions for, um, that of a 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 the broadly representative consortium and the history of effectiveness for broadly representative consortium. This is defined as stakeholders representing broad groups of people working together for the best interest of children, such as stake, such stakeholders may include, but are not limited to families and family leadership, schools, nonprofit organization, government, philanthropy, and 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 schools. As you complete your application, we do recommend that you crosswalk the definitions with the selection criteria. We'll now move on to the selection criteria portion of the application.

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Speaker 6 00:53:28 Great. So selection criteria. In this application, applicants will be assessed against the following six selection criteria. 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. As you can see, applicants under absolute priorities, four will be assessed against six selected, um, selection criteria. Now we'll move on to each, um, each criteria and give you a little bit more detail. The first one is need for project for this criteria, we will be looking to, at the extent to which the proposed project will provide support, resources and services, close gaps in educational opportunities or otherwise, address the needs of the targeted population, including addressing the needs of underserved population most impacted by the issues, challenges, or opportunities to be addressed by the proposed project. This selection criteria has a point value of up to 10 points.

Speaker 6 00:54:45 The next selection criteria is the quality of project design. Under quality of project design, we'll be looking at 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 the project objectives. The point value for this sub criterion is up to 15 points. We'll also look to, at the extent to which the proposed project demonstrates a rationale, this means that a key project component included in the project 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 will show you an example of a logic model.

Speaker 6 00:55:45 So in front of you, you'll see an example of a logic model. I do want to put a plug-in, um, for our competition, for the competition and, um, for the competition. And in general, we do have on our webpage resources and technical assistance, um, to learn more about, um, logic models. And all that is included in the, um, in the logic model. I'll move on to the next criteria, which is quality of project services. Under this criteria quality of project services, we'll be looking at three 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 proposed project, including those of students, youth, families, educators, and staff beneficiaries of services, school leadership, and community leadership. The point value here is up to five points. The next is the extent to which the service provided reflects up to date knowledge from research and effective practices. The point value here is also up to five points. And the third factor is the extent to which the services to be provided are focused on the greatest needs point value. Here is also five points.

Speaker 6 00:57:08 We will move on to the next church area, which is adequacy of resources. We will also be assessing applications on the adequacy of resources. Here the focus is on one, the extent to which the grantee has plans for full-time 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. This site criterion holds up to, holds a point value of up to five points. The second focus is potential for continued support for project after the federal funding ends, including and as appropriate the demonstrated commitment of appropriate entities to support, to provide such support. Here there's also a point value

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of up to five points. We'll now move on to the next selection criteria, which is quality of management plan.

Speaker 6 00:58:10 For quality of management plan. You can see that this area is worth up to 25 points here. The secretary considers the following factors, the extent to which a grantee has or demonstrates a strong plan to have a broadly representative consortium that reflects the need of the con, the community, and its stakeholders. And a description of the roles and responsibility of the broadly representative consortium outlined in the required preliminary M O U. This subter is up to five points. The second one is the extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and family. Here, again, up to five points. And then the third is the adequacy of the management plan to achieve the, of the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing the project tasks.

Speaker 6 00:59:06 This sub criterion is up to 15 points. We'll now move on to our last criteria, which is the quality of project evaluation. In determining the project in the qu in determining the quality of the evaluation, 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 pro project. The extent to which the method of evaluation will provide performance feedback and permit periodic assessments of progress towards achieving the intended outcomes and the extent to which the method of evaluation will provide valid and reliable performance data on relative outcomes. Each separate criterion carries a val a point value of up to five points. With that, I will move to, um, questions that we have received. Any,

Speaker 1 01:00:03 We have received a few, and I'm trying to, um, kind of run through them, uh, some here so that I can, uh, get them ready for you. Uh, let's see here. Um, okay, there, there are some questions. We're getting a, a number of questions about the difference between absolute priority one and absolute priority two, specifically, if an organization, an applicant wants to apply under absolute priority two, that's the, the rural one, do all of the LEAs need to be designated as rural in order to qualify for that? And the, the answer is that the notice inviting applications says at least one lea. So there could be many LEAs as long as one of them qualifies under the rural low Income schools program or the small and rural school achievement program, then that, that applicant would be eligible to come in under absolute priority. Two.

Speaker 1 01:01:40 Another question that came in around evaluation, uh, to asking if all LEAs must use the same evaluator. And I want to, um, tease that out a little bit. Uh, so, um, a grantee that is working with multiple schools and multiple LEAs and multiple partners, they wouldn't normally, uh, contract with a single evaluator or potentially a couple of evaluators. I've seen it where there might be, uh, specialties that certain evaluator evaluation groups have. Um, it would probably get a li it could get a little messy if you had multiple evaluators working with multiple local education agencies. Uh, the, the grantee is going to be on the hook for submitting the performance reports that address the progress against their, um, against the performance indicators. That could get a little complicated if you had, if you had somebody that's trying to pull in, uh, the work of, of multiple evaluators. However, um, you know, we do not have a requirement that says that it needs to be the same evaluator. Um, let's see. Uh,

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Speaker 3 01:03:29 Jane, um, this is Richard. We had a question at the beginning at two 10 that said, can you give more example of B? And I think they were referring to something, one of the early slides. Would you mind if I go back to one of the early slides, um, to see if I can find these so we can response to that question or, um, possibly ask the question or to give more details regarding their question?

Speaker 1 01:03:55 I, I actually ended up answering that in the chat. Okay. And gave some examples of what different types of organizations might be. And I also encouraged, uh, and I would encourage all the folks on, on today's webinar to take some time to look at the, uh, awarded grants that we made last year or even previous years, to get a sense of the types of organizations that are serving as lead applicants and the types of partner organizations that there are. Um, I think that's probably, those examples are probably the best technical assistance you can get.

Speaker 3 01:04:41 Sounds good, Shane. Thank you.

Speaker 1 01:04:43 Yeah, of course. All right. So I think it is back to me, right? Thanks for your, your questions. You're keeping us on our toes and helping us think about, uh, what, you know, what kinds of FAQs we need to add. All right. Um, I just wanted to, to go back over a few things and, and one of these we'll, we'll get to, uh, question that somebody did raise. Um, so again, our eligible applicants, it must be a partnership of one or more LEAs plus one or more community-based organizations, nonprofit organizations, or other public or private entities. It could also be the Bureau of Indian Education plus one or more community based organizations, nonprofit organizations, or other public or private entities. There is a requirement under this program that there is cost sharing or matching. Uh, so to be eligible for an award, an applicant needs to provide matching funds through non-federal contributions.

Speaker 1 01:06:02 And those can either be cash or they can be in-kind donations including, uh, in-kind services. Um, the applicant needs to propose the amount of cash or in-kind resources that will be contributed for each year of the grant. We receive a lot of questions about this. They will, um, they will be back, uh, up for you to look at, uh, likely by the end of the, the week. Um, but, uh, you know, we do not have a required amount or a required percentage of the cost sharing or the matching that, uh, a grantee needs to provide. Um, there was a question that I saw earlier about, uh, do reviewers look at that? Yes, reviewers have your full application. Um, as they're thinking about the selection criteria, they may go through different parts of the application and use that to determine how well you're meeting certain selection criteria.

Speaker 1 01:07:13 Uh, this program is, uh, is under the supplement, not supplant requirement. And so what that means is that a grantee cannot, uh, use their funds to take the place of federal, state, or local funds that would otherwise have been available to carry out activities that are authorized under it. So, for example, if a school district is currently providing, uh, some kind of school program, it would not be appropriate for the grant to come in and take over those costs to go to the grant if the school district would otherwise have continued to provide that service.

Speaker 1 01:08:04 Uh, indirect costs are questions that came up quite a bit. This program uses a restricted indirect cost rate. So we do have in there and in the notice inviting applications, uh, some links and places where you can go to get more information. I will say that most local education agencies have a negotiated rate with their state education agency, and in this case, they would be using the restricted rate for many of our nonprofits or, um, you know, that might include universities. Uh, they can use the

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8% rate for indirect costs, and that ends up needing to be applied under the modified direct total costs. I think that's what m dtc, uh, or maybe it's M T D C Yule, you'll, I'm sure you can help me out with that. With that.

Speaker 6 01:09:10 It's m you got it, Jane. It's m um, modified total direct cost rate.

Speaker 1 01:09:15 Okay. Thank you. Um, uh, this program does not have administrative costs limitations. Um, so they, they still need to be reasonable and necessary and conform to the cost principles. And then finally, this program does not allow sub grantees. So for example, it would not be appropriate for a grantee to receive the money and then run another competition. Right? Um, uh, I know some formula programs from the Department of Education, they do have sub grants. We do not. The way that, uh, kind of the mechanism that is used for full service community schools grantees to work with partners, whether it's, you know, LEAs or nonprofits is, uh, it's structured more as a contract than a, an, um, a competitive award or, uh, you know, something that would require there to be a sub grant.

Speaker 1 01:10:25 Okay. Um, so, uh, submission and review of applications. I did see that there were some questions around, uh, having the application up and available through grants.gov. Uh, we have been doing a race to the finish line on all of this, and as Allison said, we were all out for the National Conference on community schools and the announcement of the, uh, grant application last week. So, um, that is one of our to-dos. We expect that we'll probably have it ready by the end of this week, but, uh, you will, I can, uh, I can commit without hesitation that it will be up and ready to go by the end of next week by the 23rd, but we expect we'll likely have it up by the end of this week. Um, so there, there is submission of proprietary information. Uh, if there is any kind of proprietary information that means that, um, you know, through, uh, you know, copyright or otherwise, there would be some kind of concern with others having access to this information, you can let us know otherwise, uh, and you would let us know through the application.

Speaker 1 01:11:52 Um, otherwise if awarded, we do make our applications, those, those funded applications publicly available as, as you can see. And if there's a concern about, um, including a, a portion of it, then you know, if you let us know, we will, uh, we will review that request. The recommended page limit and formatting. The N I A says that, uh, we recommend around a hundred pages for your narrative and that they should be double spaced. This is recommended. Uh, we are not in, um, we are not a program that, uh, would limit what reviewers can read. For example, if it's 102 pages, we don't say you can only read the first 100. Uh, we will share the full application with our reviewers. We ask you to consider what is, uh, you know, what is the formatting that is helpful for a reviewer. They are going to be reading, you know, seven to eight applications.

Speaker 1 01:13:02 And so you, you want to make it a pleasant experience for them. You don't want it to be eight point font and singles faced. Right? Uh, the deadline for the notice of intent to apply is July 7th. As we said before, it's not required, but it does assist us. The deadline for submission of applications is August 8th, 2023. And awards will be made by December 31st, 2023, so that you have a sense of what happens with your applications. Once they get to us, we as a team do some, uh, preliminary review of the applications to make sure that they are all eligible to go forward to peer review. In the second box there is, when we do the peer review, so, uh, the, the peer review is a three person panel, non-federal. So they are, uh, individuals that have experience that is related to community schools. They read

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individually the application, they score it, they write comments on it, they come together and they discuss it, and then they finalize their review.

Speaker 1 01:14:25 So they might make some edits to what they say. They might have, um, learned something or seen something differently based on the conversation. So they, they may adjust their points as well. Those, the, the final scores from each review are averaged, and that gets the, uh, the score for the application. We use those scores to develop a slate of the highest of all of the applications, and then those that are at the highest, we move on to the third, uh, uh, box there. And we do a budget and a risk review. So the budget is that we are looking through to make sure that the costs are allowable, eligible, and reasonable. Uh, the risk review we go through are, um, uh, entity risk review to determine if there are concerns with an application or an, uh, an organization that, um, would be an applicant, for example, are they, you know, high risk under other grant programs? Are there, uh, major concerns about audit findings, uh, things of that nature. Um, from there, we, we finalize our slate and it goes forward for review and approval by, uh, leadership. Uh, we make the grant awards by December 31st, as I mentioned. And then I want to emphasize that the reviewer comments are shared with all applicants. They go to those that were funded as well as those that were not funded. So everyone will have a chance to see their peer review comments.

Speaker 1 01:16:17 We have a lot of supports that we are providing for grantees. If you've been to our, our competition webpage, you may have seen that we have a short recording that is an overview of the notice inviting applications. The slides and the transcript are there. We also have a recording that is specific to Logic Model, and then there are also the slides in the transcript there. We will be doing presentations like this one for absolute priority three, capacity building and development grants, and for absolute priority five full service community schools, state scaling grants, the dates and the times are listed on that competition webpage. If we end up doing additional webinars that are, are open, we will make sure that we announce those through our full service Community school's webpage. Our frequently asked questions will also be posted there, and they will be updated regularly. Last year we updated them once a week and we included a date on it so that you would know that they had been updated.

Speaker 1 01:17:31 And then finally, we have a general Community school resources page on our, our webpage. Uh, that can be really helpful as well. It does have a section in it on logic models. Um, it also has the, the names of, and, and links to various organizations that have been working in the community school space for a long time. Uh, some of those may be very familiar to you. Um, they, they may be helpful to get in touch with. Uh, there are also, um, pages that have information about the research behind community schools and, um, you know, why, why the, uh, four pillars have, uh, been found to be helpful with, with each school, et cetera. So we hope you'll take some time to really look through those resources as well.

Speaker 1 01:18:31 And then, uh, so our, our contact information, so questions about the application or the, the notice we're really, uh, hoping that you'll send them to the full service community schools@ed.gov email address. That helps us track the kinds of questions that are coming in, use those to improve the, the FAQs that we have. And, um, uh, you know, and just kind of help us make sure that we're, we're understanding if there are some themes to, uh, concerns or questions that are coming up. Um, you can see our webpage there. Uh, you've been introduced to everybody on our team. And, uh,



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let's see. So this is going to be our, our last round of questions. So, uh, Steven, do you want to share with me some of the questions that may have come in?

Speaker 5 01:19:27 Yeah, there's one, I, uh, the one I can answer the first one about, uh, why there's a national and local evaluation. Um, just to, to, I know I talked about those two different pieces, so I can just share that the national evaluation really aiming to aggregate, uh, best practices and look at the program across grantees. And then why there are those local evaluations, uh, annually. Those are really meant for, uh, continuous improvement for the individual grantees so that they're able to, uh, be able to go from setting those baselines to making improvements over time. So, just to address that question we got in the chat, uh, but Jane, we, we got a few questions about the m mou and, and subcontracting that folks are aware that they, uh, might not be able to subcontract with other folks, but they can still partner with other agencies. Is that correct?

Speaker 3 01:20:23 So, um, Steven, this is Richard. Um, we do have sub granting restrictions, meaning they're not allowed under this program, but we allow sub-grants to provide services. Uh, if an entity doesn't, that receives a grant, doesn't provide all the services directly, which is not unusual, um, you do have the subcontracting option. And, um, we, um, also had, um, a question about audits and procurement rules. And so, um, if you do an internet search for the uniform guidance and for the education department general administrative regulations, um, that would include sections on audits and procurement requirements. Um, and, um, you know, if you have specific questions, I would suggest, um, sending a, a, a message or a question to our mailbox that we mentioned previously. So we can help you with that because some of those questions that you indicate are very broad and would require a long time to answer verbally and in writing. So please feel free to, you know, send, send questions that you have in that area to our mailbox.

Speaker 1 01:21:45 Thanks, Richard. And the FAQs will address that. There's a number of questions that came in last year, and then I just wanted to, um, clarify one thing that I, I may have, uh, misheard, but I want to emphasize that the program does not allow sub granting, right? Uh, but it does allow you to enter into contracts or the mechanism that, uh, is, is used or the closest, uh, that we could say the mechanism used to, you know, partner with multiple local education agencies and things like that. Um, you would address that in the contract section of your budget. That's where you would show the, the relationship or the, the funds that would go to another organization.

Speaker 5 01:22:41 So, and one question just on, on that, Jane, uh, uh, somebody asked, so they can, can they create subcontracts with partner organizations and, and then spell out those amounts in the memorandum of understanding that that's allowable, correct?

Speaker 1 01:22:58 Yes, it is. Mm-hmm. <affirmative>.

Speaker 5 01:23:01 And we also have a few questions about the needs assessment about when that, that can be done. Uh, does that needs assessment have to be done before applying, or can that be done after folks apply?

Speaker 1 01:23:17 So it is our expectation that the level of capacity for a, an absolute priority for multi local education agency, uh, that these, the, the capacity of an applicant under this type of grant, uh, would have a, have conducted needs assessments. That doesn't mean that it needs to conduct a

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needs assessment in this moment. Uh, it could use a, a previous needs assessment that it had. Um, we are not going to, uh, expect that, uh, there's a, you know, an attachment that includes your full needs assessment. But part of the, um, selection criteria does ask applicants to speak to what the needs and assets are. Uh, the other thing that I said about this previously is that we understand and expect that if awarded grantees will be regularly updating their needs assessment and, and continuing to, uh, to work with their, um, their schools and their communities because those schools and those communities are not static and the, the needs may change over the course of the grant period.

Speaker 3 01:24:48 We also had a question that says is the grantee, the I pressing the submits? So, um, an I e a of course isn't eligible applicant. We also indicated o o other eligible applicants, though whoever applies, if they do get funded, then becomes the grantee. And it would be that the, the entity design is the applicant who would submit the grant application for the partnership that wants to operate full service community schools under the grant.

Speaker 1 01:25:18 Yep. Thank you. So the lead applicant can be, uh, an I e a or it can be the Bureau of Indian Education, or it can be a muni based organization, nonprofit, public or private entity.

Speaker 3 01:25:40 And we have a question about the funding period to begin January 1st, 2024. Uh, yes, that would be correct. Um, the awards we made by December 31st, but the actual project period and budget period would begin January 1st, 2024.

Speaker 1 01:25:56 Yep. All right. Well, these are some great questions that, uh, that we'll be using as we, uh, as we, um, add to our existing FAQs. If you didn't have your question answered here, um, would like to send it to us at full Service Community schools, please do that. We want to thank you for your time and your attention today. We're really excited about this competition and about the, the interest in the program. So, um, please keep your questions coming if you're considering applying under, uh, absolute priority three or absolute priority five. I hope that we'll, uh, have the chance to talk with you again on Thursday or Friday of this week. Thanks. Bye-bye.

Speaker 0 01:26:59 Thank you for joining today's conference. That concludes our conference. You may now disconnect.