

Date: June 15, 2023

Full-Service Community Schools Pre-Application Webinar: FY2023 Notice Inviting Applications Absolute Priority Five, FSCS State Scaling Grants

Written Transcript

Speaker 0 00:00:00 Welcome and thank you for joining today's conference, Full Service Community Schools FY2023 Notice Inviting Applications Absolute Priority Five, FSCS State Scaling Grants. Before we begin, please ensure that you've opened the WebEx Chat panel by using the associated icon on the bottom right corner of your screen. Please note that all audio connections are muted at this time. You may submit written questions throughout the presentation, and these will be addressed during Q&A. To submit a written question, select everyone from the dropdown menu in the chat panel, enter your question in the message box provided and send. If you require technical assistance, please send a chat to the event producer. With that, I'll turn the conference over to Jane Hodgden. Please go ahead.

Speaker 1 00:00:49 Wonderful. Thank you so much for your assistance. And thanks to everyone who is joining us for today's webinar. As he shared, this is the Full Service Community Schools fiscal year 2023 webinar, discussing the notice inviting applications, and really focused on the absolute priority five full service community schools, state scaling grants. The session is being recorded, and the slides, as well as the recording and transcript will be made available on our competition webpage. They will be available by early next week. I'm Jane Hodgden, the lead for the US Department of Education's Full Service Community Schools program. And I'm going to be the lead, but you'll have a chance, more than a chance. All of our team will be joining us today and to help us welcome you and kick it off our Director for School Choice and Improvement Programs. Elson Nash is with us. Elson.

Speaker 2 00:02:04 Hi. Thanks, Jane. Really appreciate it. It is just a wonderful opportunity to be with you all today. Last week, around this time, we were preparing for the Coalition for Community Schools Conference. And what we tend to do is to work together, and so all of us, as a part of the team, attended that conference. And in many ways, we do things together because we know it's important, the power of working together, to support you all as applicants and also our grantees. And so, I just want to thank you for participating in absolute priority five. I don't want to tell the other absolute priorities, but you guys are kind of the most important ones given you're the state, but I don't want the other ones to know this. However, we are excited once again to have you all, you have your interest in state scaling grants. You all are integral to our portfolio of grants and of course applications. And I just want to thank the team for their participation. Jane will introduce everyone, although Jane says she's the lead, she is actually the CEO, the Chief enthusiastic Officer for our team. and I just want to thank her for everything that she does, Jane,

Speaker 1 00:03:35 Thanks so much Elson, I appreciate that. And we'll keep it among us, and not remind you that everything's being recorded. And we'll have a transcript too where you're giving your props to our absolute priority five potential applicants. So, as we have this conversation, I also wanted to just, you know, give the disclaimer that we'll be going through the information from the notice and inviting applications, and a reminder that that really is the, the source. That's where all of the program regulations are, are posted. It's the official document that governs this competition. Okay, so here's how we're going to be using our time today. My colleague Richard will talk about absolute priority five, as well as the competitive press preference and invitational priorities. Then we'll turn it to Steven, who is going to be, walking us through the absolute priority five application requirements. And then Yuliana Bruister is going to review the program requirements as well as the selection criteria. And then I'll round

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us out with some information about submitting the applications and some of the pre-application technical assistance and resources that we have.

Speaker 1 00:05:15 Just to make sure that we're all grounded in, in a few important facts here. You'll hear us talk about who the eligible applicants are, but that is something that may be top of mind for you. So, the eligible applicants, it's a partnership between one or more local education agencies or the Bureau of Indian Education and one or more community-based organizations, non-profit organizations or other public or private entities. So, the lead applicant can be an LEA in partnership with a community-based organization, or it could be the Bureau of Indian Education in partnership with a community-based organization. Or it could be that community-based organization or that nonprofit or that public or private entity that is then in partnership with either an LEA or the Bureau of Indian Education.

Speaker 1 00:06:25 The amount of funding for absolute priority five grantees is 50 million over the five year award period. So over that five year award period, applicants can determine if they want to request the same amount, if it's 10 million per year, or maybe it's 5 million in the first year, and then spreading that out, across the remaining years. So that really is up to the applicant. The limit that the department places on it is 50 million over the five-year award period. We are asking for folks to submit their intent to apply by June 7th, 2023. On our competition page, we have a link that takes folks to a Survey Monkey questionnaire where they can tell us a little bit about what they're planning to do. Applicants are not required to submit that intent to apply. And, so, so if you don't submit your intent to apply, you can still apply.

Speaker 1 00:07:38 And if you submit an intent to apply and then change your mind, that is also fine. It does not, you know, commit you to submitting a grant application. We use the intent to apply to help us plan for our peer review, and, sorry, we use the intent to apply to help us, plan for our peer review and how many reviewers that we'll need. The intent to is July 7th, 2023. I'm sorry if I misspoke. Applications are due on August 8th, 2023, and we will make awards by the end of this calendar year. We will make awards by December 31st, 2023. That's when our, our funds expire, so we need to make sure that they are made by then. All right, so with that, I'm going to turn it to my colleague, Richard.

Speaker 3 00:08:43 Thank you, Jane. Good afternoon. Now we will dive deeper into absolute priority five. This is for applicants who are ready to scale up their full service community schools to the state level, which includes partnering with their State Department of Education requirements for Absolute Priority five include the applicant must be a consortium of one or more LEAs, or they must be the Bureau of Indian Education, who are applying together with one or more community-based organizations, nonprofit organizations, or other public or private entities. Or they could be those one or more community-based organizations, nonprofit organizations, or other public or private entities who are applying with one of those community based organizations or nonprofit organizations or other public or private entities. Being the lead applicant, wherever the eligible applicant is, they must demonstrate a partnership with their state education agency. This means obtaining a written commitment of the state education agency, participate in the partnership. This written commitment can be submitted in the required preliminary memorandum of understanding. The commitment from the SEA is to sustain the program beyond two years after the term of the grant. The applicant's partnership with the s e includes determining the number and percentage of state LEAs and the number and percentage of school across

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those LEAs that will develop support and expand full service community schools over the five year grant performance period.

Speaker 3 00:10:42 Also, the applicant must identify or establish a state steering committee for this project, and of course, make mention of it in the grant application. The steering committee may be a previously existing body. It must, however, have representation of relevant community schools, stakeholders, including the following, one, educators and other schools' staff. Two, community school initiative leaders, three, education union or association designees. Four family leaders participating in community school programs, five community partners such as service providers, six community school coordinators from schools already implementing full service community schools in the state. The roles of steering committees include the following, functioning as an advisory committee. Second, having authority on designing implementation and evaluation of the grant under the design and possibly the implementation authority. This may include identifying or selecting local education agencies that will partner in the development implementation of community schools in each LEA within each LEA. These would have to be at least two or more schools per LEA, unless it involves an LEA that oversees only one single school.

Speaker 3 00:12:25 The steering committee roles must be identified in the required preliminary memorandum of understanding that the cha the chi, did the slide change Absolute priority one and two as an absolute priority five applicant. You would also select either absolute priority one or absolute priority two to apply under absolute priority one. 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 a school-wide program as defined in this notice under section one 14 B of the ESEA as part of a community or district-wide strategy. That's AP1. If you are applying under AP2, you must do what you have to do under AP1 plus, or, and include an LEA that satisfies the requirements of the Small Rule Achievement program or the rule and low income school program.

Speaker 3 00:13:54 On this slide, we have the laundry list or, or the menu of absolute priorities. And in the middle and towards the bottom, we have the possible AP or absent priority combinations you can apply under overall. Now, if you're an AP5 applicant, you could either apply with AP1 or with AP2. So again, as an AP5 applicant, you would apply also under either AP1 or AP2. You would need to do that. That is not an option. Again, AP5 applicants you apply together with AP1 or AP2. We also have two competitive preference priorities that are each worth up to five points.

Speaker 3 00:14:52 Competitive preference, priority one or CPP. One is called meeting students, social, emotional, and academic needs. Again, it's worth up to five points. As you can see on the slide, there are three priority areas, and you can apply under one or two of them, or all three of them. The first one and the third one are about relationships in different contexts. The first one is about trusting relationships in the context of creating supportive, pardon me, creating supportive positive settings educationally and work-based settings. Priority two is about multi-tier systems of support that address learning barriers, both in and out of the classroom, like with element one or priority one. As you develop your responses to these competitive preference priorities, please be sure to read every word of them to make sure you miss nothing as you draft your response. I mentioned that priority three is also about relationships. This one is focused on just the student and educator relationships, and it's in the context

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of creating and implementing comprehensive school-wide frameworks. So again, you can write to one or all three of these.

Speaker 3 00:16:44 Combative preference, priority two, strengthening cross agency coordination and community engagement, advance systemic change. If you read the specific elements, you can see that this is a journey towards addressing community violence prevention intervention, but in a holistic way that takes a systemic evidence-based approach to improving outcomes for underserved students. And to get there to travel there, you coordinate efforts with federal, state, or local agencies or community-based organizations that support students. And it is worth up to five points. We also have an invitational priority. Invitational priorities don't add or subtract points. We won't look negatively on your application if you decide not to respond to this invitational priority. If you do respond to this invitational priority, it is one that focuses on transition between early learning and kindergarten and kindergarten, and the early elementary grades. It has three elements you can write to either one or more of them. And again, you don't gain points, you don't lose points, you won't be viewed more negatively or more positively whether you respond or not. And like with the CPPs, the competitive preference priorities, I would, again, urge you to read it carefully and respond accordingly.

Speaker 3 00:18:31 And now, we will pause for questions potentially before my colleague Steven will take us to the next slides and the next parts of the presentation.

Speaker 5 00:18:48 Yeah, thanks. Thanks Richard. And just, there's one question that, I put in the chat. There is more information about the state steering committee in the notice inviting applications. We do note it may be a previously existing body, and there there's more information about, who, should be represented on that state steering committee in addition to the, the advisory committees, as well. So there, that information is in the notice inviting applications. And then, we have, Richard, we did have a question about is there an advantage to, applying with absolute priority two over absolute priority one.

Speaker 3 00:19:36 So go ahead.

Speaker 1 00:19:40 Yeah, let me jump in on that, if you would. So absolute priority one, as Richard went over, is a focus on schools that are eligible to implement a school-wide program. An absolute priority two, includes that, but also, working with at least one LEA that is eligible for the small rural school achievement, or the rural low income schools' programs. In the past, in the past, there may have been some advantage to applying under absolute priority one, I would say that, you know, now we're seeing incredibly competitive applications coming out of rural organizations and communities as well as those that are non-rural. I think what would be important for someone to consider is, you know, what are the school districts that they intend to work most closely with? And at the state level, if you intend to work with both rural and non-rural school districts, then, you, you know, you very well may choose to apply under absolute priority two. let's see. There was another question that came in. Let's see. Is an independent school district able to apply to support the work in LEAs, or is it an intermediate school district?

Speaker 3 00:21:39 Yeah, Jane, this is Richard. ISD, I think generally does meet intermediate school district.

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Speaker 1 00:21:44 Oh, okay. So, Angela, it might be good if you send your, your specific question to us either at our email address, full service community schools@ed.gov, or maybe add a little bit more clarifying information in, in the chat here. and then to address your question about the school-wide program eligibility, we are talking about the schools, and as folks on, on the webinar, may or may not be familiar with, eligible for school-wide often refers to either 40% of the students at the school are, at the poverty level, or 40% of the families in the school's attendance zone are at the federal poverty level. Let's see. Okay. So, I think that that brings us up to speed with the questions that we have, Stephen.

Speaker 5 00:23:08 Yeah. Great. Well, well, thanks, Jane, and thanks Richard. I'm excited to go over the application requirements in this section. After Richard went over those competitive preference priorities, we'll, we'll take a look now, what should go in your application? So, in order to be reviewed for consider and considered for funding, an application is required to include the items listed on this slide, a description of the eligible entity, preliminary, memorandum of understanding or MOU, which should include all partner entities in the eligible, entity that will assist in planning, developing, coordinating, and providing, and evaluating pipeline services. That MOU should also describe the rules and responsibilities that the partners, including the broadly representative consortium, will assume. The application should also include a description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full service community schools.

Speaker 5 00:24:17 And your application should also have a comprehensive plan, and we'll go into more detail about what different parts are contained in that comprehensive plan. And then the final two pieces are assurances. The first is an assurance that the eligible entity that you're applying, that you and the partner entities will participate in a national evaluation assessing the implementation of the full service community school program. So, I just want to pause and note that that's unique for, for this year in terms of that national evaluation. And then the sixth part here is also an assurance that the eligible entity and your partners that you'll focus on services, and on schools that are eligible for those school-wide programs, that Jane just described. So, make sure that you're adhering to that eligibility. So, let's dive into these different pieces a little bit, more in detail.

Speaker 5 00:25:16 So the first requirement is that description of the eligible entity, as Richard noted, an eligible applicant for absolute Priority five is that consortium of one or more, LEAs or districts or the, the Bureau of Indian Education, and one or more community based organizations, nonprofit organizations, or other public private entities. So, once you have a description of your eligible entity, that moves to the second requirement, the preliminary memorandum of Understanding. And while the, the MOU, while that's been a requirement of the Full Service Community School program, since Every Student Succeeds Act passed in 2015, and this year, we've adjusted and we're requiring a preliminary memorandum of understanding be submitted with the application. And then a final memorandum of understanding by the end of the first year of the grant award, as a part of the application requirement for, for absolute priority five, a preliminary MOU will be required.

Speaker 5 00:26:25 And that, memorandum of understanding is intended to assist the consortium in planning and developing, coordinating, providing and evaluating pipeline services that are part of the grant, and describes the roles and responsibilities of each partner in the consortium. And additionally, for, for all of you looking at absolute priority five, the state scaling grants, you also must include a preliminary memorandum of understanding that contains a description of the state steering committee

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and the state educational agency's commitment to and partnership in the consortium, as well as, again, the roles, responsibilities, and commitments, similar, to describing those of the partners. You also have to describe what those look like as a part of this state educational agency, and including the, the partnership and the scaling of the full service community schools, to a percentage of the state's local educational agencies implementing those school-wide Title one A programs.

Speaker 5 00:27:33 And then finally, a commitment to sustain the program beyond two years after the term of the grant. So, this information, again, all coming from the notice and viol, inviting applications and on the screen here, but those are unique features of the absolute Priority five is describing the commitment of the state educational agency. And then, next, the third requirement is a description of the capacity of the eligible entity, to coordinate and provide pipeline services at two or more full service community schools in each of the local educational agencies included in the application. in, in a few more slides, we'll go over in more detail the pipeline services, for this grant that, that are part of it. but you really want to describe the capacity of your ability to implement the grant. And then that brings us to the next application requirement, which is the comprehensive plan. So, here you can see on the slide the, the different components, and we'll go into more detail of each one of these, starting with the student family and community school to be served, going through the needs assessment, looking at the annual measurable performance objectives. And there comes those pipeline services, a description of the four, pillars of community schools plans that each, full service community school has a full-time coordinator, then plans for an annual evaluation and a plan for sustaining programs and services.

Speaker 5 00:29:11 So, looking at that first part, those first three parts of the comprehensive plan for that first section, the, for item A on your screen, the applicant should provide a description of the student, family, and school community to be, be served, including demographic information. This item of the comprehensive plan is consistent across all absolute priorities. And while it's similar across those absolute priorities, B and C are a little bit different. so just, as, a absolute Priority five applicant, you must describe the, the needs assessment and annual, performance measures for item B, specifically for absolute priority, 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 students, families and community residents, as you can, see on this slide.

Speaker 5 00:30:13 And then for item C, specifically for, again, priorities four and five, applicants will need to provide a description of your annual performance objectives and outcomes, including an increase in the number of percentage of families and students targeted for services each year in order to ensure that students are, those, those three pieces that are at the bottom of the slide, that are prepared for kindergarten achieving academically and safe, healthy, and supported by engaged parents. So those are the first three parts of the comprehensive plan. The comprehensive plan must also include pipeline services and those pipeline services. Those include existing and additional services to be coordinated and provided by the eligible entity and its partner entities. And that includes an explanation of why those services have been selected, how those services will improve academic achievement, and how those services will address the annual, measurable performance OB objectives that were discussed previously.

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Speaker 5 00:31:22 And regarding use of funds, each grantee, is going to have, the following grant, activities that you're going to coordinate, not less than three existing pipeline services, as of the date when you received the award, and then provide not less than two additional pipeline services at two or more public elementary schools or secondary schools. So, if you've attended past webinars with the department, sometimes has been described as the three plus two components where you have three existing pipeline services, and then you're adding the additional two. And then, the next part is, is really thinking about, to the extent that you can integrate multiple pipeline services at two or more public, elementary or secondary schools under absolute priorities, four and five, to the extent that's practical, you want to integrate multiple, pipeline services at two or more public, elementary or secondary schools in each, local educational agency.

Speaker 5 00:32:29 And then finally, if applicable, to coordinate, integrate services provided by community based organizations and government agencies with services provided by specialized instructional support personnel. So, we just talked about pipeline services, but just to be a little bit more detailed, here, you've got the different pieces of those pipeline services. So, this slide contains information regarding those definitions of pipeline services, and the pipeline services are also defined in the notice inviting applications. And so now, the next part, we'll move to the item E of a part of the comprehensive plan, those pillars of full service community schools. And so, this means that there are certain design features, sometimes referred to as pillars, that are common across full service community. Schools that improve teaching improve learning and student outcomes. Those four pillars are integrated student support, expanded and enriched learning time and opportunities, active family, community engagement, and collaborative leadership and practices.

Speaker 5 00:33:44 And last year was the first year that the four pillars were a part of the application. And we know that the pillars may already be in place at your school, or they may still need to be established. So, some are in your state. And so, some applicants may already be addressing one or two of the pillars, but you may need help establishing, you know, another, one, two or three of those pillars that you do not already have in place. And regardless of this section, we require a description of the pillars, now or how you'll establish them. So, over the next few slides here, we're just going to delve deeply into each of those four pillars. So, the first one we have is integrated student support. And you can see the definition from the notice inviting applications here that integrated student supports at a community school.

Speaker 5 00:34:41 They provide in and out of school support for students. They address wellbeing and address out of school barriers to learning through partnerships with social and health service agencies, that that includes mental and behavioral health agencies and providers, and that they're coordinated by a community schools, coordinator. These services can be in the form of medical, dental, vision, care, mental and behavioral health services. That includes mental health literacy for students and staff and trauma-informed services to prevent, intervene, and mitigate, mitigate adverse childhood experiences. And they can also include assisting individuals with housing, transportation, nutrition, citizenship preparation, or cri criminal justice issues, as well as other services that would fit as well. But those are some of the examples. And that brings us to the second pillar, which is expanded in enriched learning time and opportunities. This pillar is, is essential to schools' capacity to support students' academic growth, as well as to help them develop, socially, emotionally, and physically.

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Speaker 5 00:35:54 And this means at a community school that expanded enrich learning time and opportunities that they're provided through evidence-based strategies. So, this includes, I think, most commonly before school, after school, during school weekend and summer programs. And these activities provide additional academic instruction, individualized academic support and enrichment activities or other learning opportunities, that may emphasize real world project-based learning, where students can apply what they're learning to context that are relevant and engaging. And they can also include, as you see on the last bullet point here, art, music, drama, creative writing, hands-on experience with, subjects like engineering or science, including computer science. They can also include career and technical education or tutoring that's aligned with classroom success and, and homework help. And then finally, recreational programs that are consistent with the school's curriculum. So now we've got slide three.

Speaker 5 00:37:00 Again, the definition is on the screen at a full service, community school, active and family. Community engagement is, something that brings parents and families of students at the community school and in the area into a school as partners in the student's education that includes meaningfully involving them, involving parents and families in the community, schools' decision making process. And this makes the community school hub for services, for activities, for programs for students, families, and members of the neighborhood, that the community schools serve. It provides adults with desired educational and employment opportunities and other supportive services. And then finally, it really provides centralized supports for families and communities, at community schools, which include English as a second language classes, citizenship preparation, computer skills, art, housing assistance, child abuse and neglect prevention support, health, mental health for, for families literacy programs, digital literacy programs and trainings, and other programs that, again, bring those families and community members for me into the school for meetings, events and programming.

Speaker 5 00:38:19 And then finally, the last pillar is, really the glue that holds the other pillars together. This is collaborative leadership and practices, and these are, are practices that build a culture of professional learning, collective trust, and shared responsibility for each community school. And that includes using strategies that at a minimum include a school-based leadership team, with representation of a student, parent, and family leaders, and a community voice, where you've got a community school coordinator and a community SC wide leadership team. It can also include other leadership or governor, governance teams. I know a lot of you all, probably have community school steering committees or other community coalitions, maybe educator learning, c communities or professional learning communities help staff manage the, the multiple and complex work of implementing community schools. So those are the four pillars of community schools.

Speaker 5 00:39:21 That'll be a part of your comprehensive plan. And just to, to put a point on how these different pieces fit together, you've got, we just described the pipeline services, and then I went through, the four pillars of community schools. So, we wanted to share this slide to show how those pipeline services can nest, under those fill four pillars of community schools. So, this is just, this is not required. You're not required to approach it in this way. but we've gotten some feedback that would be helpful to have a slide like this to show how those pipeline services fit underneath some of those pillars of community schools.

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Speaker 5 00:40:06 So, the next part of the comprehensive plan is the requirement for a full-time community school coordinator. And a coordinator is an individual. They're in a full-time position who serves to plan, integrate. They coordinate and facilitate the delivery of those pipeline services at each school, and the coordinator can also lead the school and community assessment, the needs and assets assessment, and identify ways to sustain the services and partnerships beyond the duration of the grant in your application. The comprehensive plan should ensure that each full service community school, that they will have the full-time coordinator of pipeline services, at the school, including the description of the applicable funding sources, the plans for professional development, for personnel managing, for coordinating and delivering pipeline services, and then plans for joint utilization and management of school facilities.

Speaker 5 00:41:06 and then you also have the annual evaluation. So, this is item E of the comprehensive plan, plan and the authorizing language for this evaluation that comes from the elementary and Secondary Education Act. in, last year in 2022, we included a separate or an additional requirement that this evaluation be independent and for this year, plans for an annual evaluation based upon, attainment of the performance objectives and outcomes an applicant must, in addition to providing the information and insurances that are required in the Elementary and Secondary Education Act, commit to an independent evaluation that includes a design, and, and implementation evaluation that will, as you can see on the numbers on this slide, first, it must include an annual evaluation of progress that's achieved with the grant. And number two here is that it be used to refine and improve activities carried out through the grant.

Speaker 5 00:42:10 And then, three is to collect and report data that includes, but is not limited to the indicators that I'll, chat, chat with you all about on the next slide, and then make the results of that evaluation publicly available. So, this is really about a system of continuous improvement where you're reporting, how implementation is going with a goal of improving over time, and how you improve over time really, boils down to, looking at different indicators. So that annual evaluation is going to look at two categories of indicators, excuse me, on the left side are quantitative, or, sometimes we, we've said that these are administrative indicators. So, these are things, that include, student chronic absenteeism rates, student discipline rates as measured by suspensions, exalting school climate information, which often come from school surveys. information about your staff, including the information on the number, qualifications, retention and turnover.

Speaker 5 00:43:22 and finally, experience of your school staff, changes in school spending information, and then graduation rate. So those are the, the quantitative or administrative measures that you'll be looking at as a part of the grant. And then on the right side, you can see the qualitative or, again, you might think of these as non-administrative indicators, and they start with looking at how you're implementing the four pillars of community schools. So those first full bullet bullets on the right side, those look at how you're implementing those four pillars. And then the final three pieces they really look at, regularly convening, and assessing your program. So, the fourth, or excuse me, the fifth one down, looks at those regular convenings of how you're getting together, district representatives, city or county officials, or maybe at the state level, that that could be a children's or youth ca cabinet. And then the next one below that is regularly assessing your program quality, that you have a system set up to, progress and, and look at individual student data participant feedback, and then aggregate outcomes

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to improve strategies, for continuous improvement. And then finally, looking at ways to organize school personnel, community partners, and working in teams, to improve on the ways that your assets and needs assessment has highlighted.

Speaker 5 00:44:55 So, on this next slide, we kind of show how these different pieces are put together. so full service community schools, you've got your measures, your indicators, and your evaluation. So, we've often been asked how those different pieces fit together. And we know that as an applicant, that you're going to commit to an independent evaluation. That'll include collecting and reporting data on the required indicators on the previous slide. It'll also include using an evaluation to refine and improve activities, and then completing that evaluation, to make those results publicly available. And the program measures for, the full Service Community schools' program, it remains the same. It's increasing the number in percentage of, percentages of families and students that are targeted for services each year. And that's in order for, again, children to be prepared for kindergarten, achieve academically, and then be safe, healthy, and supported by engaged parents. So, you can see on this side a little bit of a framework of what that program measure is, and then how those annual performance, measures connect to a system of improvement where you're collecting that data, evaluating, based on that data, and then, making that data publicly available to improve year after year.

Speaker 5 00:46:18 And that brings us to sustainability, which, you know, plans for sustaining implementation, need to be a part of your comprehensive plan. And this part of the plan connects with what Yuli will describe in the next section, especially the, the quality of project design, in the evaluation criteria. And then finally, those last two pieces I mentioned are those two recurrences. The first one is an assurance that you, you as an eligible entity and your partners will participate in a national evaluation. So, this is in addition to your, your individual, evaluation of your program. And this is really intended to improve the program over time. And then finally, an assurance that applicants and your partners that you will focus your services on programs that are eligible for those school-wide programs. So that brings us to the end of, of what's going to be included in your application. So, I'll pause here. I've seen folks, put stuff in the chat, so we can pause to answer a few of those here.

Speaker 1 00:47:28 Great. Thank you so much, Stephen. I want to tackle a couple of the questions. We've gotten some really great ones around sustainability and the state education agency. So, I'm going to, I'm going to try to tackle them together. So, the first thing that I need to say is that we don't have a specific definition of sustainability. So, there isn't a piece of the NIA that has the definition for that. So, I hope that doesn't disappoint too much. There was also a question around, you know, do, does the application need to demonstrate that there is already funding ready and available for the, the period, the two years beyond the, the end of the grant? And the answer to that is no, we're not expecting that the applications show that there is funding set aside for the two years beyond the, the grant. but the spirit of the requirement is that the state education agency is going to remain an engaged partner in supporting the continuity of the work, as well as the expansion of the work beyond the grant. And that you, that the, the applicant and the state education agency will continue to work with and build a robust set of partners who are bringing resources to the table to do that, that sustaining and expansion of community schoolwork in the state.

Speaker 1 00:49:24 there was another question that came in. do all of the LEAs or schools need to be identified in the application for absolute priority five? And, and the answer to that is no. There certainly

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needs to be at least two local education agencies that are identified, and at least two schools that are identified in order to be eligible for the application. But we recognize that, you know, this requirement that there is a state steering committee that is assisting in making some of this, these decisions, means that they may be working with the, the lead applicant and partners to refine how those LEAs and then within those LEAs, how those schools are selected. There was another question about the needs assessment and when that would need to be completed. So, to apply under absolute priority five or also under absolute priority four, there is an expectation that there has been a needs assessment done.

Speaker 1 00:50:47 Now, once you move down to, to get a little bit closer to the service level, if, if you haven't identified those schools that you're going to be serving, then we would understand that the, you know, it would be hard to say that the needs assessment has been completed at each of the schools that would be served. So, I hope that, is helpful and, and makes sense, and I'd be happy to retack that if needed. There was a question about the capital cost to provide space for integrated student support. And the technical answer is yes, Karen, those are allowable costs. The less technical answer, and you'll see this in our FAQs when we post those, is that the, the idea of a community school is that you're really trying to use that school as a trusted space, whereas many services as possible can be provided, a grant can still pay for off location services. But the, the idea is that we really do want to centralize as many resources as possible in, in those schools so that they become and remain community hubs.

Speaker 1 00:52:12 let's see. I think those are the questions that, okay. our charter schools and/or charter networks eligible. So, if a charter school is also a local education agency, they are eligible to serve as a lead applicant. If a charter school network is, is a local education agency or meets the, the definition of a local education agency, then they would also be eligible to serve as that lead applicant. if they were not LEAs of their own right, they could be that, you know, they could be the community-based organization, nonprofit, public or private entity, but they would need to be in partnership with a local education agency so that, you know, can get into the weeds just a little bit. And we'd be happy to, you know, communicate more about that, if that's helpful. all right.

Speaker 1 00:53:30 let's see. okay. so, Esther, yes, a minimum of two local education agencies for absolute priority five, with the exception that there are some, some, some territories and some states that have a, a unitary system where the state education agency is also the local education agency or, you know, they, they operate together, you know, Hawaii being an example, Puerto Rico being another example. And we do include a specific note in the notice inviting applications that those unitary systems are eligible to apply under absolute priority five. one of the, the pieces of the selection criteria that Yuli will go over does speak to, strategy to scale, and it, it does address, kind of how an applicant is speaking to the number and percent of LEAs that, that it would be growing to. let's see.

Speaker 1 00:54:54 so, and then Krista, you have a question about the three plus two, the three existing and the two. does that number have to be included for every school in the application, or does, that just have to apply to the minimum of two full service community schools? I, I might get at this in a slightly different way to say that when you are working with those individual schools, which, you know, eventually at a state, at a state scaling level, you will be working with individual schools, at that school, there needs to be three existing services that are being coordinated as well as two new services for that school. And I, you know, I, when you are developing your application, if you are not sure of all the

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schools that you'll be serving, then it would, it would stand to reason that you would not be in a position to say, what are those three existing and what are the two new?

Speaker 1 00:56:00 Because all of that is really going to rely on what are the needs and assets of these individual schools. So, let's see. Okay, the last piece here, asking about the matching requirements. So, you will find some more information about matching in our FAQs, because we did get a lot of questions about that last, last year. and my answer may not be entirely satisfying, but it could also be a relief. We do not have a level of required match, nor is there a required percentage of match. the match can also be it can also be in kind services. So that gets an applicant to the requirement. However, reviewers will be looking at the full application, including how an application addresses, matches and, and likelihood of sustainability, because that is baked into the selection criteria. So sometimes we have to divide between what is the requirement piece and what is in the selection criteria, and what will, you know, demonstrate, likely success as a reviewer sees it. And that then takes me back to remembering, there was a question about the preliminary MOU, and it was a question about whether or not the preliminary MOU needs to be signed. And this, this is something that came up a little bit last year as well.

Speaker 1 00:58:05 So in order for an application to be determined, eligible to move forward for review, it is fine for it to have the preliminary MOU included in it. And, even if it's not signed, we would still forward it to peer review. However, if you put your peer reviewer hat on, they are looking for evidence of, evidence of support, evidence of commitment. And we have had reviewers include comments in their assessment that without having those signatures, it was difficult for them to feel confident that there was a strong commitment by those partners. So, to get to review, it doesn't need to be signed, but that may be something that's considered by reviewers when they are reviewing, assessing, and assigning their scores. Right. Phew. Thanks for letting me jump in team, and now it goes to Yuli.

Speaker 6 00:59:25 Thank you, Jane. And before we review the selection criteria, I want to take a few minutes to go over program requirements and some key definitions that you'll want to keep in mind with, with this application. 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, which Jane just reviewed. So, with matching funds, a grantee must provide matching funds. However, 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, with kind contributions. The Bureau of Indian Education may meet their matching requirement by using funds from other federal sources. The second is the use of funds.

Speaker 6 01:00:28 So 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 for AP, five, grantees must integrate pipeline services at two or more schools in each LEA a, with the exception of those LEAs that oversee a single school. Also, if applicable, coordinate and integrate services by community-based organizations and government agencies. Third is evaluation grantees must use an independent evaluator to conduct their annual

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evaluation. And fourth is the participation in a national evaluation, which was described earlier by my colleague Steven.

Speaker 6 01:01:22 And fifth is the requirement of a final MOU. Grantees must submit a final MOU at the end of year one of the grant. The MOU 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 the partners, including the broadly representative consortium, will assume. All right, now we'll move on to some key definitions. In the full NIA, there is 33 def. There are 33 definitions. The definitions come from a number of different federal regulations. The F y 22 notice of final priorities established four new definitions in the previous slides, we reviewed the definitions for 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 history of effectiveness for broadly representative consortium.

Speaker 6 01:02:24 This is defined as stakeholders representing 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 business communities. 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 need schools. As you complete your APPLI application, we do recommend that you crosswalk the definitions with the selection criteria. All right, we'll now move on to the selection criteria for AP5. Applicants will be assessed against the following seven selection criteria that are listed in front of you. They include need for project, quality of project design, quality of project services, adequacy of resources, quality of management plan, quality of project evaluation, and strategy to scale. We'll start with the need for the project.

Speaker 6 01:03:42 The first criteria is needed for a project, which has a point value of up to five points Here. We'll be looking at the extent to which the project, 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 issue, challenge, or opportunity to be addressed by the proposed project. The next selection criteria is quality of project design. Under quality of project design, will be looking at the extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature, and includes high quality plan for project implementation, integrating the four, 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 for this sub criterion. We'll also look to 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 the project component is likely to improve relevant outcomes. The point value here is up to 10 points. In the next slide, we'll give you an example of a logic model.

Speaker 6 01:05:11 So here in front of you is a logical model. I do want to take a moment to put a plug for our full service community school competition and general Community schools resource page that contains information and technical assistance on logic models. You can visit our webpage@www.ed.gov. We'll now move on to the quality of project services. Under the quality of

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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, in including those of students, youth, families, educators, and staff beneficiaries of services, school leadership, and community leadership. The point value here is five points. The next is the extent to which the services provided reflect up-to-date knowledge from research and effective practice. Here, again, up to five points. And the third factor is the extent to which the services to be provided are focused on the greatest need point value. Here are also five points. We'll move on to adequacy of resources.

Speaker 6 01:06:29 So here the focus is on the extent to which the grantee has plans for a full-time coordinator at each school, including a plan to sustain the position beyond the grant period. And a description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services at each school. The sub, this sub criterion 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 as appropriate the demonstrated commitment of appropriate entities to such support. The point value here is also five points. We'll move on to quality of management plan. So, this election criteria quality of management plan is worth up to 20 points. Here, the secretary considers the following factors, the extent to which the grantee has or demonstrates its strong plan to have a broadly representative consortium that reflects the needs of the community and its stakeholders. And a description of the roles and 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 and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing the project task. Again, for this criterion, there is up to 20 points. Now we'll move on to project evaluation.

Speaker 6 01:08:07 For project evaluation. The secretary here considers the following factors, the extent to which the method of evaluation is thorough, feasible, and appropriate to the goals, objectives, and outcomes of the pro proposed project. The extent to which the method of evaluation will provide performance feedback and permit periodic assessment of the progress towards achieving intended outcomes and the extent to which the method of evaluation will provide valid and reliable performance data on relevant outcomes. And now, we'll also, we'll now move on to the last selection criteria that applies to only AP5. It is worth 10 points here. The secretary considers the applicant's strategy to scale of the proposed project. That includes the extent to which the applicant demonstrates its commitment and strategy to scale full service community school at the statewide level, and the number and percentage of LEAs and the number and percentage of schools within each LEA, the applicant, the SDA and other partners propose to serve the applicant's capacity to further develop, implement, bring to scale, and sustain additional full service community schools in multiple LEAs and the applicant's capacity to work with others, including the broadly representative consortium and the state steering committee to ensure that the proposed process, products, strategies, or practices can be further developed and practice to scale based on the regular findings of the proposed project and its independent evaluation.

Speaker 6 01:09:37 With that, I will pause and turn it over to Jane to see if we've received any questions.

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Speaker 1 01:09:46 All right. There's one question that did come in, and it was asking about state scaling grants that were awarded in the 2022 competition.

Speaker 6 01:10:02 Yes. We were awarded state scaling grants, in the 2022 competition.

Speaker 1 01:10:10 Great, thanks. And those applications can be found on our full service Community Schools grant awards page. So, you can see the narratives of those three funded applications. There were two in the state of Kentucky and one in Puerto Rico. there had been a question that came in right as we were moving into your, your segment. Julie and I addressed it to a certain extent around the match. And you mentioned in the slides that, you know, that the one source that, that we identify that, folks cannot use as other federal funds. so, unless it, unless the application is from the Bureau of Indian Education, it's not allowable to use federal funds as the match. So, for example, it would not be appropriate to count 21st Century community schools or 21st century learning center schools as part of your match. but if there were, you know, other state or local sources, private sources, those are all available and allowable to be used as match.

Speaker 1 01:11:56 Okay, I think we're ready to dive into the next set. And Christine, we'll get to your question as soon as we have our next break. Okay. so full service community schools, you know, just again, we have gone over the eligibility for full service community schools a number of times. So again, it's an LEA or the Bureau of Indian Education, and one or more community-based organizations, nonprofit organizations, or public or private entities. We've talked a little bit about the cost sharing or the matching, and that an applicant needs to provide those matching funds through non-federal contributions. They can be cash, or they can be in kind, donations or services. So, for example, if there is a position that is working to support this effort, the cost of the salary of that person can be used as part of the in kind.

Speaker 1 01:13:12 And when we repost our FAQs, there are a large number of them that address, cost share matching. The legislation or the statute does not allow applicants to use our grant funds to supplant existing work. It needs to supplement it. So, our full service community schools grant funds, are not, it's not appropriate to use them to replace funds that would otherwise have been available to carry out this work. The indirect cost information is, is important. There again will be a lot of FAQs about this. This is a restricted rate program, and that aligns with it being supplement, not supplant. And so, local education agencies usually work with their state education agency to negotiate their indirect cost rates restricted and unrestricted. other types of applicants can use the 8% against the modified total direct costs.

Speaker 1 01:14:30 we do not have a limit on administrative expenses, but they do need to be reasonable and necessary. And then finally, this program does not allow sub grantees. there is, there is a mechanism to work with partners. It would be as a contract. even though, you know, some of the, the partners may not fit the definition of contractor where there is needing to be a, you know, a competition or procurement for them. For example, they're, you know, not multiple local education, different types of, local education agencies. but, unlike some of our formula funds that can be used to then, you know, run, a competition under a program that's not appropriate to do with full service community schools grants, then to a little bit of information about the submissions. So, applicants are required to follow the common instructions, and that is linked in the notice inviting applications.

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Speaker 1 01:15:51 We will have our application package ready in grants.gov by the end of next week, likely sooner. We will also have our application instructions on our program competition webpage. We do draw folks' attention in the notice inviting applications to the submission of proprietary information. We do intend to make the funded applications to make those application narratives available on our webpage. So, if there is something that an applicant believes is proprietary, they should outline that in the application, and then we will make an independent decision as we consider the information there. We have a recommended page limit and formatting recommendation. It is 100 pages and double spaced. It is recommended, not required. What our real, you know, interest in this is that what is submitted is a very readable document for our peers. They'll be reading multiple applications, and so, you know, it benefits everyone if, if they're developed in a way or formatted in a way that makes them easy to read for the reviewers we mentioned before.

Speaker 1 01:17:27 But again, the deadline for the notice of intent to apply is July 7th. Submission is not required, but it does help us prepare for review. The applications are due by August 8th, and awards will be made by December 31st. This is what happens after we receive your application. So, in the first box, preliminary eligibility review, once we receive the applications, we review them to make sure that they are eligible to move forward to review. Then those that move forward are peer reviewed. We use a three person panel. They are non-federal folks. They have experience relevant to community schools. In fact, you can even see on our, our full webpage, we are doing a call for peer reviewers. So, if anyone decides not to submit an application, although we hope you do, maybe you'll consider serving as a peer reviewer, and you can find information about what we're looking for from peer reviewers on that page.

Speaker 1 01:18:40 And it may also demystify the idea of who are these folks who assign scores. In the peer review, all of our reviewers read the full application. They score it, they develop, co-develop comments, and then they discuss it as a group. Sometimes that discussion will yield information and they may reconsider some of the comments that they made or some of the scores that they assign, and they have an opportunity to do that. Once we know the highest scoring applications, we then begin reviewing the budgets to identify if there are any unallowable costs. And then we also do a risk review. And, for our, our risk review, we are using the, the entity risk review, which brings together information about audits or, you know, any high risk status, things like that. I'm just seeing a mistake on here that I'll need to correct before we post. These grants will be awarded by December 31st, 2023. and everyone will receive their reviewer comments whether they receive a grant, or they do not. Everyone will get their peer reviewer comments. That usually happens fairly shortly after we get awards.

Speaker 1 01:20:12 we have a lot of resources, and we hope that you'll take advantage of all of them. There is a recording of an overview of the notice and inviting app applications. it has some slides with it. It has the transcript, and it's, it's pretty short. It's a little over 15 minutes, and it's intended to just give folks the once over. We also have the logic model recording and slides and transcript that Yuli alluded to. And then we are doing presentations for not just absolute priority five, but on Tuesday we did one for absolute priority four, and tomorrow we'll be doing absolute priority three. The recordings and the slides will be added to our webpage there. Any additional webinars that we're going to do will be announced on our webpage. If there are presentations that we do, we'll also add them at a minimum.

Speaker 1 01:21:15 The slides from those presentations, the frequently asked questions are under review, and as soon as they have that review, we'll post them. And then on a regular basis, like a weekly

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basis, we'll be adding additional questions to those that are coming in. So, for example, we'll be using some of the questions that came in through the chat today and identifying some that, we think are meaningful for us to add to our FAQ document. It always has a date on it, the document does, so you'll be able to see that there are additional questions or that it has been updated. Finally, there is one other, really helpful, resource on our webpage. In fact, there's two, we have already kind of mentioned that we have all of the, the funded applications that the project narratives are on our page, under grant awards. And then we also have a general community schools resources page. And that's really helpful. It, you know, has segments that dive into the, the research behind, full service community schools, the evidence of effectiveness, section on logic models. We have information about a number of organizations that work in the community school space. And, you know, we invite and encourage all applicants to take advantage of, you know, learning about what, what the, what the field is doing and often doing in support of the competition.

Speaker 1 01:23:02 and then here is our email address. this full service community schools@ed.gov. That's a great place to send your questions. We work very hard to make sure that we're reviewing and responding to questions in a, in a fast turnaround, you know, within a couple days. And it's helpful for us to use that also because that way we can, we can make sure that we are getting, you know, tracking the questions that are coming in as well. So, with that, I want to thank everyone for your time. And then we do want to do one last, kind of round of questions that may have come in. so let's see, let's see, the questions that came in. Okay, state education agencies can't be the lead partner, but are required partners. Would that include the charter authorizers?

Speaker 1 01:24:16 So, I, you know, I think this might get into, you know, really needing to, to speak specifically to the situation. a charter authorizer would not be able to stand in on behalf of a state education agency, for an absolute priority five application. But potentially if there's a large charter organization that's a nonprofit or even a community based organization, they could be a lead partner, and then they would need to be partnered with a local education agency and the state education agency in the case of an absolute priority five application. I'm not sure what loaded labor rates are to tell you the truth. So, if you could send that to us in the FSCS mailbox, that'd be helpful. And, then spacing requirements. You know, again, this is our recommendation. It's not a requirement. So, you know, text within charts or tables, it is not required to be double spaced.

Speaker 1 01:25:32 In fact, sometimes that makes a chart a little bit more unruly to, to read. So, in those cases, you know, we, we leave it to your discretion, and we encourage you to make sure that the, the overall application really looks readable. The page limit that we're speaking to is really the narrative of the application. So that may not include the references to research, et cetera, doesn't include the memorandum of understanding, and, you know, resumes of people, et cetera. It's really the, the narrative is what we are encouraging folks to limit to a hundred pages. let's see. well, I, hmm, we'll double check the logic model webinar. We didn't have one last year, but the one on our page should be working, but we'll set. Definitely double check that, Danielle. Thank you. And let's see. we do not have Christine, we don't have the capacity for there to be, you know, a listserv that automatically sends updates, unfortunately. So, you know, we just encourage you to check our website as often as possible. All right. The transcript for today's meeting will be uploaded to our webpage, so you'll, you know, we'll pull down the link, once we have the recording, and we'll put the recording up there. We'll put the

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transcript up there and you'll have a copy of the slides up there. So, with that, I want to thank you all for spending these 90 minutes with us. I hope you found it helpful, and please let us know the additional questions that you come across as you're working on your application. Have a great rest of your day.

Speaker 0 01:27:50 That concludes our conference. Thank you for using event services. You may now disconnect.