

# Full-Service Community Schools (FSCS) Program



## Fiscal Year (FY) 2023 Grant Competition Overview



This document is a brief summary of the FSCS program regulations and application requirements. Do not rely solely on the information in this document for guidance. Please refer to the Notice Inviting Applications (NIA) and the program regulations published in the Federal Register for additional information, as these are the official documents governing the competition.



# Overview of FY23 FSCS Funding Opportunity

<b>Funding available for new awards</b>	<b>\$73.8 million</b>
<b>Estimated # of applications across APs</b>	<b>300</b>
<b>Estimated # awards</b>	<b>45</b>

## APPLICANTS MUST ADDRESS EITHER AP 1 OR AP 2 PLUS ONE OF THE FOLLOWING APs: AP 3, 4, & 5.

<b>Absolute priority (AP) 1 OR AP2</b>	AP1: Title IA Schoolwide Program Eligibility AP2: Title IA Schoolwide Eligibility <u>AND</u> Rural Districts – Small and Rural or Rural and Low-Income		
<b>PLUS ONE OF THE FOLLOWING: AP 3, AP 4, or AP 5</b>	AP3: Capacity Building and Development Grants	AP4: Multi-LEA Grants (minimum of 2 LEAs)	AP5: FSCS State Scaling Grants (# and % of LEAs in State TBD by applicant and SEA)
<b>Maximum award</b>	\$2.5M / entire project period (5 years)	\$15M / entire project period (5 years)	\$50M / entire project period (5 years)
<b>Applicant/eligible entity</b>	One or more LEAs or BIE, plus one or more CBO or other public or private entity	Same + at least 2 LEAs	Same + partnership with SEA, which determines # and % of LEAs
<b>Project period</b>	Up to 5 years	Same	Same + commitment to sustain beyond 2 years after term of grant
<b>Planning period</b>	Up to 10% of total award for planning in year 1	Same	Same
<b>Minimum number of schools</b>	2	2 per LEA, with exception of LEAs that oversee a single school	TBD by applicant, based on number of LEAs, minimum of 2 per LEA, with exception of LEAs that oversee a single school
<b>Preliminary MOU</b>	Required	Same	Same + SEA and State Steering Committee
<b>Selection criteria</b>	Need Project Design Project Services Adequacy of Resources Management Plan Evaluation	Same	Same + Strategy to Scale
<b>Competitive preference priorities (CPPs) &amp; invitational priority (IP)</b>	CPP1: Meeting Student Social Emotional, and Academic Needs (up to 5 points)  CPP2: Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change (up to 5 points)  IP: Supporting Effective Transition Practices, Continuity of Services and Supports, and Aligned Instruction for Students from Preschool and Other Early Childhood Settings into Kindergarten and from Kindergarten into the Early Grades (K-3)		





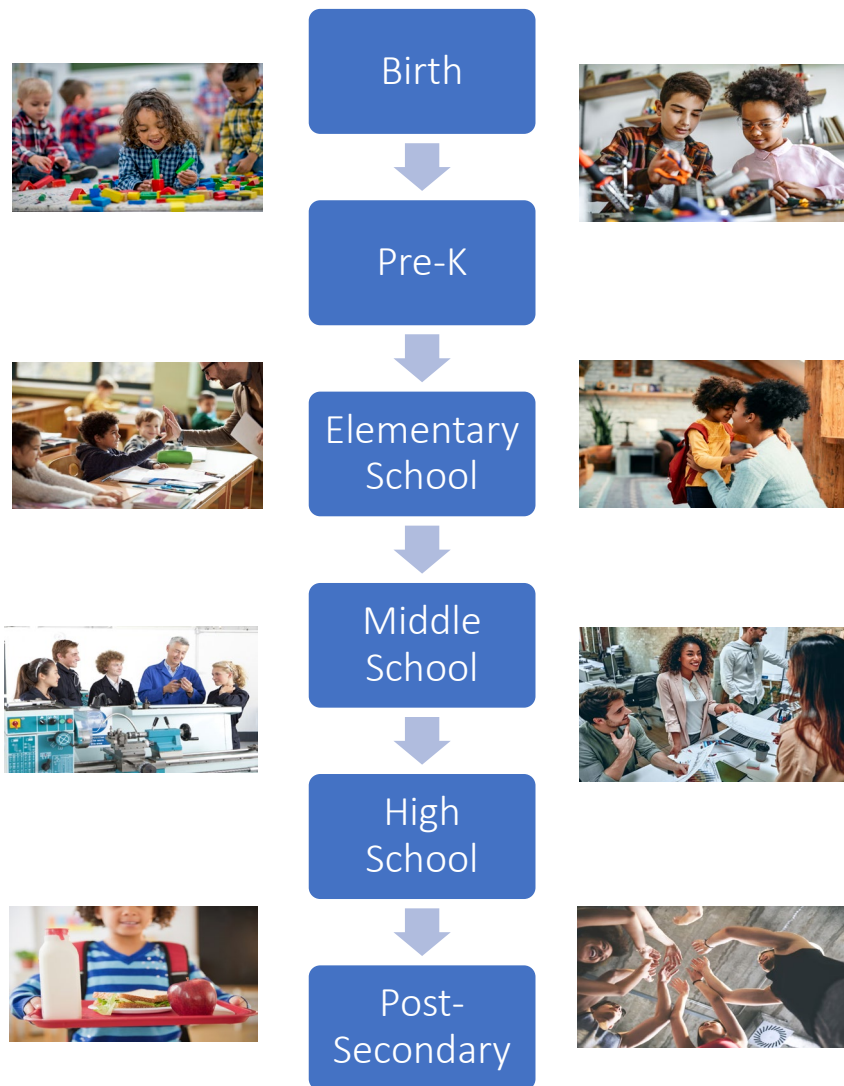
# Pipeline Services of Full-Service Community Schools

All applications must include a plan for identifying and developing **pipeline services**, including existing and additional **pipeline services**, to be coordinated and provided by the eligible entity and its partner entities, including an explanation of:

- Why such services have been selected;
- How such services will improve student academic achievement; and
- How such services will address the annual measurable performance objectives and outcomes.

Grant funds are used to **coordinate 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 elementary schools or secondary schools.

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



## Pipeline Services

High-quality early childhood education programs

High-quality school and out-of-school time programs and strategies

Support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary

Family and community engagement and supports, which may include engaging or support families at school or at home

Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling

Community-based supports for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce

Social, health, nutrition, and mental health services and supports

Juvenile crime prevention and rehabilitation services



# Pillars of Full-Service Community Schools



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

- Medical, dental, vision care, and mental and behavioral health services, including mental health literacy for students and staff, and trauma-informed services to prevent, intervene, and mitigate adverse childhood experiences (ACEs); and
- Individuals to assist with housing, transportation, nutrition, citizenship preparation, or criminal justice issues and other services.

**Expanded and enriched learning time** and opportunities, through evidence-based, including before-school, after-school, during-school, weekend, and summer programs that provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities, for students at a community school that—

- May emphasize real-world project-based learning where students can apply their learning to contexts that are relevant and engaging; and
- May include art, music, drama, creative writing, hands-on experience with engineering or science (including computer science), career and technical education, tutoring that is aligned with classroom success and homework help, and recreational programs that enhance and are consistent with the school's curriculum.

**Active family and community engagement** that—

- Brings parents and families of students at the community school and community members and leaders into the school as partners in students' education, including meaningfully involving parents and families in the community school's decision-making processes;
- Makes the community school a hub for services, activities, and programs, for students, families, and members of the neighborhood that the community school serves;
- Provides adults with desired educational and employment opportunities and other supportive services; and
- Provides centralized supports for families and communities in community schools, which may include English as a second language classes, citizenship preparation, computer skills, art, housing assistance, child abuse and neglect prevention supports, health and mental health, literacy programs, digital literacy training, or other programs that bring community members into a school building for meetings, events, or programming.

**Collaborative leadership and practices** that build a culture of professional learning, collective trust, and shared responsibility for each community school using strategies that—

- At a minimum, include a school-based leadership team with representation of student, parent and family leaders and a community voice; a community school coordinator; and a community-wide leadership team; and
- May include other leadership or governance teams, community school steering committees, or other community coalitions, educator learning communities, and other staff to manage the multiple, complex joint work of school and community organizations.



















# Evaluation Requirements and Indicators



**Section 4625(a)(4)(c) of ESEA:** An applicant must commit to providing **annual, measurable performance objectives and outcomes**, including an increase in the number and percentage of families and students targeted for services each year of the program, in order to ensure that children are prepared for kindergarten; achieving academically; and safe, healthy, and supported by engaged parents.

In addition to providing the information and assurances required by Section 4625(a)(4)(F) of the ESEA, an applicant must commit to an **independent evaluation** that includes a design and implementation evaluation that will, at a minimum:


- (1) include annual evaluations of progress achieved with the grant;
- (2) be used to refine and improve activities carried out through the grant;
- (3) collect and report data that **includes, but is not limited to, the indicators listed below;**
- (4) make results of the evaluation publicly available; and
- (5) participate in national evaluation implementation study.

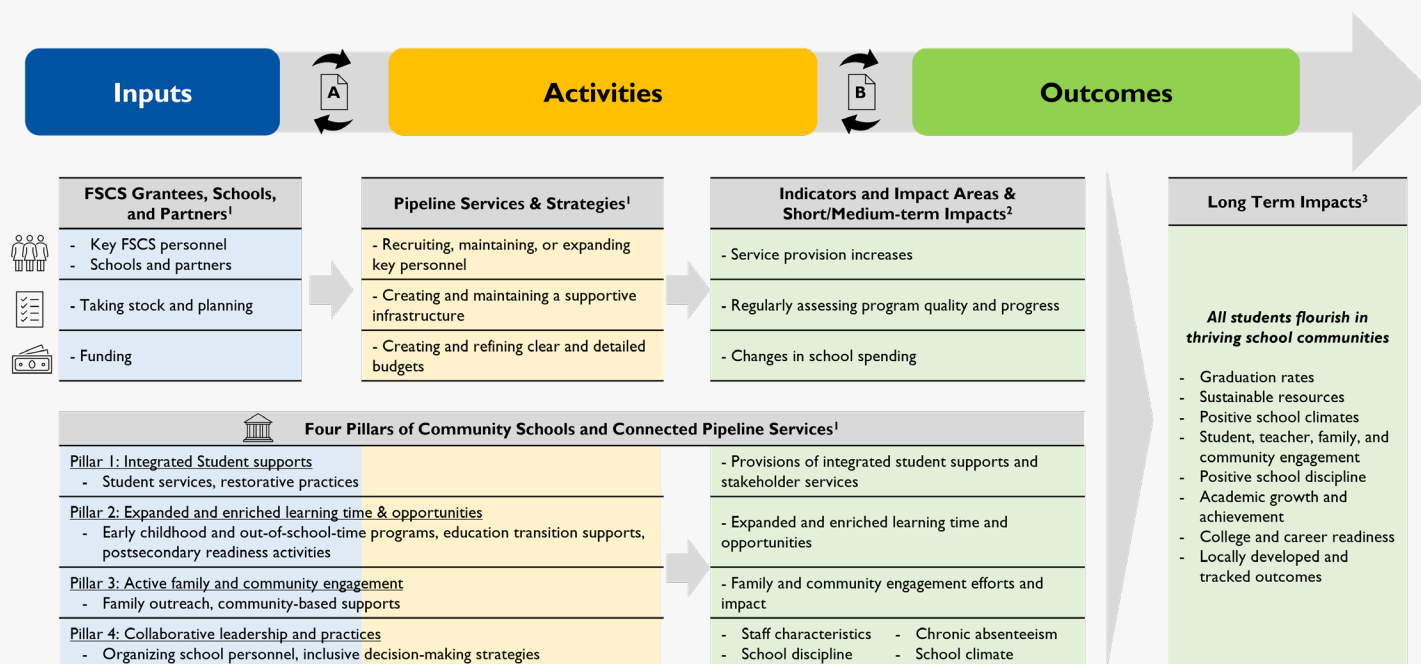
Required Indicators			
	Provision of services to students, families, and community members		provision of integrated student supports and stakeholder services
	student chronic absenteeism rates		expanded and enriched learning time and opportunities
	student discipline rates, including suspensions and expulsions		family and community engagement efforts and impact
	school climate information, which may come from student, parent, or teacher surveys		collaborative leadership and practice strategies, which may include building the capacity of educators, principals, and other school leaders
	information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, rates of teacher turnover, and teacher experience		regularly convening or engaging all initiative-level partners, such as LEA representatives, city or county officials, children's and youth's cabinets, nonprofit service providers, public housing agencies, and advocates
	changes in school spending information		organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment
	graduation rates		regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement





# Logic Model

 A **logic model** is sometimes referred to as a theory of action. It means a framework that identifies the key project components of the proposed project. It describes the theoretical and operational relationships among the key project components and relevant outcomes. An example logic model for the FY23 FSCS program is provided, below.




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

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

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

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

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

 For more information on logic models in the FSCS context, please visit [this page](#) on the program site.





## FAQs & Resources



### Common Questions

#### Where can I get more Information?

##### The FY 2023 FSCS Competition Webpage!

The link is [here](#). The competition webpage includes a wealth of information and resources, including FAQs, technical assistance and recordings of webinars.

#### What is the timeline for the FSCS competition?

**Application Available:** June 7, 2023.

**Deadline for Notice of Intent to Apply:** July 7, 2023.

**Deadline for Transmittal of Applications:** August 8, 2023.

#### Who is eligible to apply?

Section 4622(1)(B) of the ESEA establishes eligible applicants as a consortium of:

- 1 or more LEAs, or the Bureau of Indian Education; and
- 1 or more community-based organizations, nonprofit organizations, or other public or private entities



### Resources & Contact



[FSCS Program Website](#)



[Notice Inviting Applications \(NIA\)](#)

#### Point of Contact:

Jane Hodgdon, Program Lead

[FSCS@ed.gov](mailto:FSCS@ed.gov)

202-245-6057

