

# Full-Service Community Schools (FSCS) Program

## FY2023 Grant Competition



## Institutions of Higher Education (IHEs) FSCS Program Guide



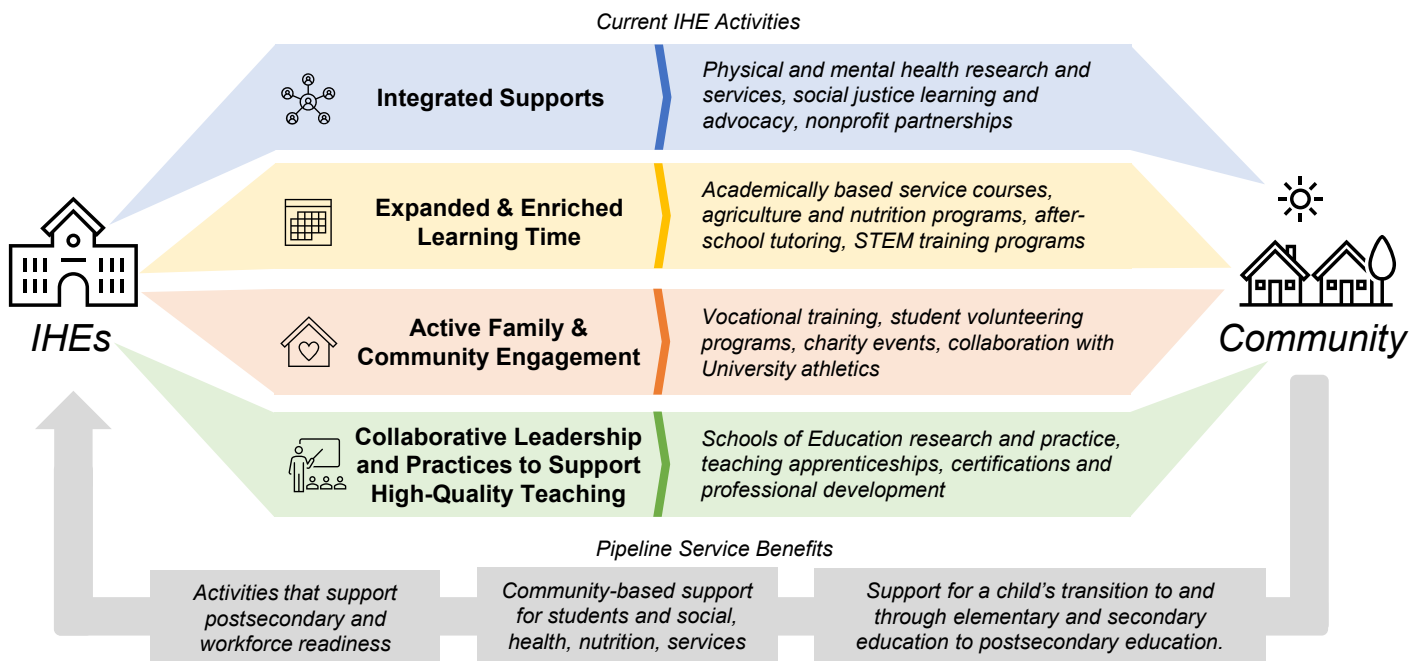
This document is a brief summary of the FSCS program regulations and application requirements. Do not rely solely on the information in this document for guidance. Please refer to the Notice Inviting Applications (NIA) and the program regulations published in the Federal Register for additional information,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



## IHEs & Community Schools



Community colleges, colleges, and universities (public as well as private) play crucial, multi-faceted roles in their communities. The FSCS grant has a **natural integration with the goals, programs, and initiatives currently being undertaken by IHEs**. The pipeline services that are offered via the FSCS program are directly connected to institutional missions and have a long-lasting positive impact on IHEs.



The future of IHEs and their communities are deeply intertwined. Institutions that engage in the community school model stand to **benefit in a variety of ways<sup>1</sup>**:



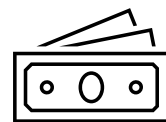
**Advance learning, research, teaching, and service**



**Increased ability to recruit and retain outstanding faculty and students**



**Enhanced global leadership and reputation**



**Persuasive case for increased funding from donors and foundations**

<sup>1</sup>Source: [https://www.nettercenter.upenn.edu/sites/default/files/Effective\\_Governance\\_of\\_a\\_University\\_as\\_an\\_Anchor\\_Institution-Raabe\\_Publishers.pdf](https://www.nettercenter.upenn.edu/sites/default/files/Effective_Governance_of_a_University_as_an_Anchor_Institution-Raabe_Publishers.pdf)



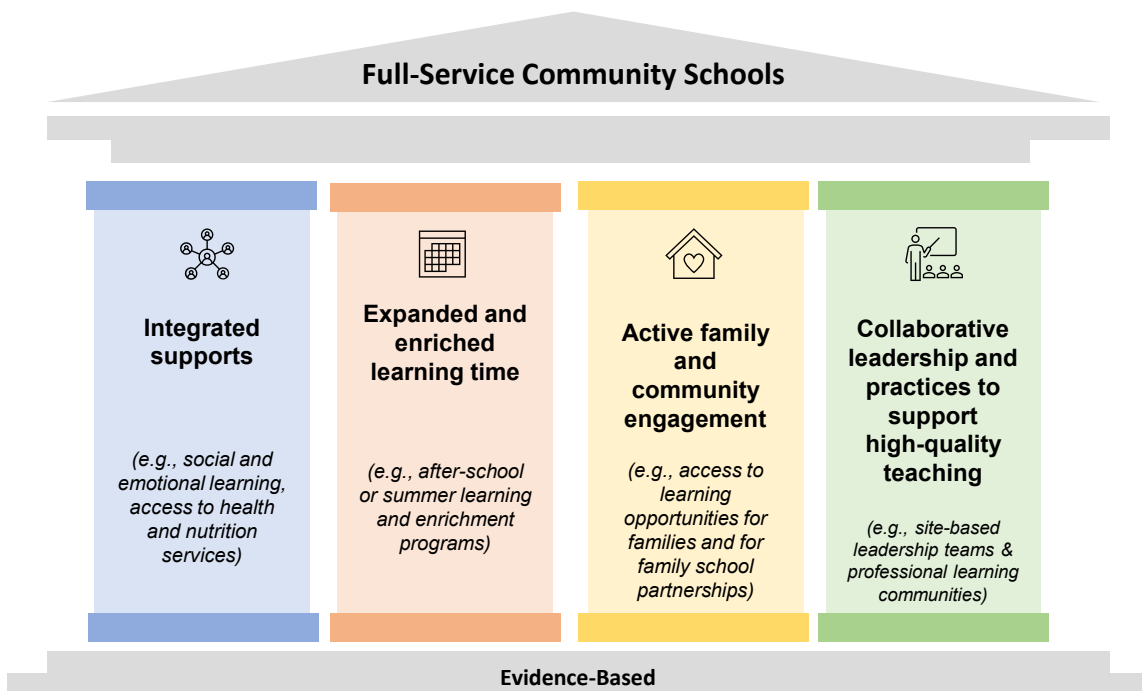
# The Community Schools Approach



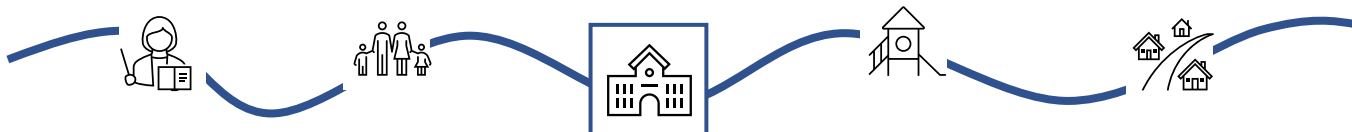
Under the Elementary and Secondary Education Act of 1965 (ESEA) a full-service community school is defined as a public elementary or secondary school that: (a) Participates in a community-based effort to coordinate and integrate educational, developmental, family, health, and other comprehensive services through community based organizations and public and private partnerships; and (b) Provides access to such services in school to students, families, and the community, such as access during the school year (including before- and after-school hours and weekends), as well as during the summer.



Research shows that there are certain design features (sometimes referred to as “pillars”) that are common across full-service community schools that improve teaching, learning, and student outcomes:



Broadly, a full-service community school is a partnership among school staff, families, children, youth, and the community to raise student achievement by ensuring that children are physically, emotionally, and socially supported to learn. IHEs are **important members of these communities** and are playing an important role in supporting each of the above pillars in meaningful ways.





# FSCS Grant Program

The Full-Service Community Schools (FSCS) grant program provides support for the **planning, implementation, and operation** of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of **services for children and families**, particularly for children attending high-poverty schools.



## Priorities for FY23

### FSCS Competition Absolute Priorities

Eligible applicants must meet Absolute Priority 1 or Absolute Priority 2 and then must select another Absolute Priority from 3-5 that is most suitable for their community:

- Priority 1: Title IA Schoolwide Program
- or*
- Priority 2: Title IA Schoolwide Program and Rural Districts

*Choose one additional:*

- Priority 3: Capacity Building & Development
- Priority 4: Multi-Local Educational Agencies
- Priority 5: State Scaling

### Priority 3: Capacity Building & Development

Absolute Priority 3 is likely a relevant area for IHE leadership and/or collaboration, formalizing coordination with the community, developing infrastructure and partnerships, and gathering data for continued research.

### Priority 4: Multi-local Educational Agencies

Absolute Priority 4 is also potentially a relevant area where an IHE could be the central contact to assist in coordination across LEAs.





## Key Application Elements



The FSCS application for Absolute Priority 3 or Absolute Priority 4 will be awarded based on four program requirements, two **optional** competitive preference priorities, and six selection criteria, described below.



### Matching Funds

Each grantee shall provide matching funds from non-Federal sources, which may be provided in part with in-kind contributions



### Use of Funds

Grantees may use up to 10% of total grant funds for planning purposes during the first year; grantees must also integrate at least 3 pipeline services in 2 or more public schools



### Evaluation

Grantees must conduct an annual evaluation, make results publicly available, and use results to refine and improve activities



### National Evaluation

Each grantee must participate in a national evaluation assessing the implementation of the FSCS program



### Final MOU

Grantees must submit final MOU among all partner entities at the end of first year of the grant

## Program Requirements

## Competitive Priorities



### Supporting Students Social, Emotional, Academic Needs

(up to 5 points)



### Cross Agency Coordination & Community Engagement

(up to 5 points)

## Selection Criteria



**Need:** clearly and definitively demonstrate the need for an FSCS project to serve targeted population(s)

10 points



**Project Design:** reflect relevant evidence-based findings, include high-quality plan for implementing four pillars of community schools, use appropriate evaluation methods, and develop a logic model

25 points



**Project Services:** project design and operation reflects diversity of perspectives (e.g., students, youth, families, educators, school/community leadership, etc.)

15 points



**Adequacy of Resources:** plan has full-time coordinator at each school and describes how position will plan, integrate, coordinate and sustain services at each school

10 points



**Management Plan:** include broadly representative consortium that works with diverse stakeholders to achieve objectives on time and within budget, including clearly defined roles and responsibilities, timelines, and milestones

25 points



**Project Evaluation:** methods of evaluation that are thorough, feasible, appropriate and provide valid and reliable performance data to permit assessment of progress

15 points





## FAQs & Resources



### Common Questions

#### Where can I get more Information?

##### The FSCS Competition Page!

The link is [here](#). The page includes a wealth of information and resources, including technical assistance and information on [current and former FSCS grantees](#) (including IHEs).

#### Does the FSCS grant allow for indirect costs?

This program does use a restricted indirect cost rate. For more information regarding indirect costs, or to obtain a negotiated indirect cost rate, please see [this page](#).

This restricted indirect cost may be unique for IHEs. The Department offers on-going technical assistance that can also help to answer questions and provide guidance.

#### 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



[Program Website](#)



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

#### Point of Contact:

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