

Date Posted: June 08, 2023

Title: Transcript Full-Service Community Schools Fiscal Year 2023 Competition Overview

Jane Hodgdon: Thank you for taking a few minutes to learn about the fiscal year 2023 Full-Service Community Schools funding opportunity. I'm Jane Hodgdon, Lead for the US Department of Education's Full-Service Community Schools Team. Full-Service Community Schools is a discretionary grant program that's housed in the Department's Office of Elementary and Secondary Education. Since 2008, the Full-Service Community Schools program has provided support for the planning, implementation, and operation of full-service community schools that improves the coordination, integration, accessibility, and effectiveness of services for children and families, particularly for children attending high poverty schools, including high-poverty rural schools. Full-Service Community Schools is authorized through the Every Student Succeeds Act, which reauthorized the Elementary and Secondary Education Act. The purpose of this video is to provide some information about the 2023 grant competition that can help a potential applicant determine if they want to pursue the opportunity.

00:01:12 As an overview of the 2023 funding opportunity, I want to share that in 2023, Congress appropriated an historic 150 million for the program. After making continuation awards to current grantees, we have almost 74 million available for new awards and have estimated that we will receive 300 applications and make about 45 new grant awards. As you're considering applying, you need to first determine if you would apply under absolute priority one or absolute priority two. Under absolute priority one, an applicant needs to serve at least two schools that are eligible to implement a Title 1 school-wide program. Eligibility for a school-wide program is that 40% of the student population of the school is at or below the federal poverty level, or that 40% of the attendance area for the school is at or below the federal, federal poverty level.

For applicants that are going to be working with rural schools, you may be eligible to apply under absolute priority two. In Absolute priority two, you must also work with two or more schools that are eligible for a school-wide program and you need to work with rural districts, at least one local education agency or school district that is eligible for the Small and Rural School Achievement Program or the Rural and Low Income Schools program.

Once you've determined, if you want to apply under absolute priority one or two, you'll then determine what type of grant you will apply for. The first type is capacity building and development grants. The next multi local education agency grants, and then the final grant opportunity is full-service community schools state scaling grants, I'm going to go through these one at a time.

So beginning with capacity building and development grants, the maximum award for this is 2.5 million over the entire project period, which is five years. The applicant eligibility or who is uh, who is eligible to apply is one or more local education agencies or the Bureau of Indian Education plus one or more community-based organizations or other public or private entity. The project period is up to five years. The planning period that an applicant may use is up to 10% of the total award for planning in year one. That is to say that 10% of the 2.5 million can be used for planning activities in year one of the project. Under capacity Building and Development, an applicant must serve at least two schools. They are required to include with the application a preliminary memorandum of a agree of understanding that reflects the commitments of all of the partners. The selection criteria under capacity building and development includes need project design, project services, adequacy of resources, management plan and evaluation.

Moving to absolute priority four. The multi-LEA grants in this absolute priority, the maximum award is 15 million over five years. Again, the eligible entity stays the same one or more LEAs plus the, or the

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Bureau of Indian Education plus one or more community-based organizations. In this absolute priority, the applicant needs to work with at least two local education agencies. The project period is five years. The planning period is the same. That is 10% of 15 million can be used in year one for planning activities. The minimum number of schools is two schools. For each local education agency, there is an exception for an L E A that oversees a single school. For example, if it's a rural or a remote school district that only has a single school or if it is a charter school that is designated as a local education agency and it does not have a second charter school under absolute priority for it, there needs to be a preliminary memorandum of understanding and the selection criteria are the same. Need, project design, project services, adequacy of resources, management plan and evaluation.

Under our state scaling grants, the maximum amount is 50 million over five years. The applicant or the eligible entity is the same. It is one or more local education agencies or the Bureau of Indian Education plus one or more community-based organizations or other public or private entities. In addition, for a state scaling grant, there needs to be a partnership with the state education agency. The state education agency will work with the applicant to determine the number and percentage of local education agencies that will be served through the grant. The project period is up to five years, but there's also a commitment to sustain the work beyond two years after the term of the grant. The planning period again can use up to 10% of the 50 million for planning in year one of the grant. The minimum number of schools is to be determined by the applicant and that needs to be based on the number of local education agencies. There need to be at least two schools served in each local education agency with the same exception. For local education agencies that have a single school preliminary, M O U is required and there also needs to be the state education agency and a state steering committee included in the preliminary M O U. The selection criteria include need project design, project services, adequacy of resources, management plan evaluation, and an additional criterion strategy to scale.

For all applicants, there is an opportunity to apply for competitive preference priorities and one invitational priority. The first competitive preference priority is meeting students social, emotional, and academic needs. Where an applicant can earn up to an additional five points depending on the quality of their response. And the second competitive preference priority is strengthening cross-agency coordination and community engagement to advance systemic change. I'll also note that there's an emphasis on this, uh, around the prevention and early intervention in community violence. The invitational priority does not have any points attached to it. However, the department is interested in projects that propose to support 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.

00:10:25 The pipeline services for full-service community schools are outlined in the Every Student Succeeds Act, the authorizing legislation. It defines pipeline services as a continuum of coordinated services, supports and opportunities for children from birth through entry into and success in post-secondary education and career attainment. Those services include at a minimum strategies that address high quality early childhood education programs, high quality school and out of school time programs and strategies support for a child's transition, family and community engagement and supports activities that support post-secondary and workforce readiness. Community-based supports for students who have attended the schools in the area, social health, nutrition and mental health services and supports and juvenile crime prevention and rehabilitation services. In the development of a program, an applicant must coordinate at least three existing pipeline services and provide an additional two pipeline services.

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00:11:59 Since 2015 and the authorization of the program in the Every Student Succeeds Act, the field has learned a lot about what is happening in community schools and especially those that are having a positive impact on the students and the community. In 2022, through our rulemaking process, we adopted the pillars of full-service community schools because of their evidence base. The pillars, there are four of them. The first one is integrated student supports. The second is expanded and enriched learning time, the third active family and community engagement, and the fourth is collaborative leadership and practices.

00:13:00 Each community school should at the time of application and throughout their implementation plan, to address, conduct a local evaluation. In 2022, we expanded that to include a requirement that grantees conduct an independent evaluation of their work. This evaluation will include, uh, annual evaluation of the progress being achieved through the grant. It should be used to refine and improve activities, collect and report data that includes but isn't limited to. The indicators make the results of the evaluation publicly available and new for 2023. Participate in a national evaluation implementation study 2023. Applicants will need to provide an assurance that they will participate in the National Evaluation Implementation Study if funded. We have one program measure, which is the provision of services to students, families, and community members, and then we have 13 performance indicators. They include student chronic absenteeism rates, student discipline rates, including suspensions and expulsions, school climate information, information about the number, qualifications and retention of school staff, changes in school spending, information, graduation rates, provision of integrated student supports and stakeholder services, expanded and enriched learning time and opportunities, family and community engagement efforts and impact collaborative leadership and practice strategies. Regularly convening or engaging all initiative LED level partners, organizing school personnel and community partners into working teams that are focused on specific issues identified in the needs and assets assessment and regularly assessing program quality and progress.

00:15:15 Also, new to 2023 is a requirement that applicants include a logic model with their application. As I noted before, with the selection criteria under quality of project design. One of the factors is the extent to which the proposed project demonstrates a rationale. In order to fully address this criterion, applicants will need to include a logic model as part of their application. A logic model is really just a framework that shows the components of the project and how they interact to result in improved outcomes. Here you can see an example of a logic model that shows the key ingredients for full service community schools, the inputs of partners planning and funding, the activities which include the pipeline services and the four pillars, and then the short, medium, and eventual long-term impacts when those strategies and services are implemented.

00:16:25 Finally, there are some other resources that I want to make sure that you're aware of. The first is that we have a fiscal year 2023 competition page that is focused on the application. This includes our official notice inviting applications that is the official document for the competition and outlines the requirements and the regulations for this year's competition. We also have a set of frequently asked questions from applicants that we compiled last year and will continue to edit and update throughout this competition period. We also have technical assistance opportunities listed there, and we will have recordings of the webinars that we do. The timeline for the competition is fast applications become available on June 7th, 2023. The deadline for applications is August 8th, 2023. To help us plan for a fast and successful review of those applications, we do hope you will help us by submitting your notice of intent to apply that is due by July 7th. That is an optional submission. You can

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find a link on our program competition webpage. Anyone that submits a notice of intent to apply is not required to then submit an application, and it is possible for someone that, uh, chooses to apply. Uh, if they do not submit a notice of intent to apply, they can go ahead and submit [an application] as well.

Our program webpage, on the bottom there, has lots of additional resources. Some of them that may be very helpful are seeing the applications that have been funded in 2022 and even earlier. We also have a general resources page that has links to a number of organizations that have been working in community schools for many years, and it also has a number of resources related to logic models. Finally, you can see the link to that notice inviting applications that I mentioned before. If you have questions while you are considering applying or while you are working on your application, you are welcome to reach out to [fscs@ed.gov](mailto:fscs@ed.gov). Thank you and good luck.