Speaker 0   00:00:01   Welcome to today's conference, Ful- Service Community Schools, F S C S program, fiscal year 2023, grant competition, stakeholder resource. Please note that all audio connections are muted until the q and a portion of the call, and we will give you instructions at that time on how to ask a question. Please ensure you have opened the chat panel by using the associated icon located at the bottom of your screen, and you may submit questions through the chat throughout the conference. If you need technical assistance, please send a chat to the event producer. And with that, I will hand the call over to Elsa Nash, director of School Choice and Improvement Programs Division. Please go ahead.

Speaker 1   00:00:44   Sure. Thank you, Michelle. And, uh, welcome, uh, to all of you for, uh, this, uh, opportunity, uh, this opportunity to, uh, participate in the, the grant application for the Full-Service Community Schools program. Uh, this is the US Department of Education's, um, grant opportunity to provide support for the planning, implementation, and operation of full-service community schools. Um, of course, these schools provide that, um, coordination and integration, um, of services for children and families attending high poverty schools, um, including those that are in rural areas. This is a, um, special, I think, a special time, um, within the full service community schools programs. We have literally gone from zero to 60, uh, in terms of rapidly, uh, expanding the program. Um, and as of last year, we went through rulemaking, which gives us the authority and opportunity, opportunity to, um, provide, uh, expanded grants, um, grants that scale up this program.

Speaker 1   00:02:02   And for this afternoon, that is what we will cover the opportunity to scale up these grants at the state level. Um, mirroring what many states like California, New York, Vermont, uh, New Mexico have done with their own state funds. We are providing that opportunity at the federal level. So, with that, I just want to welcome you all. More importantly, welcome you to the A team. For those of you who are familiar with the movie and also iconic series, um, we have the A team plus one. I guess since I've got a bald head, I must be the plus one, uh, Mr. T. Um, but I've got an in incredible team, um, with, uh, Jane Hodgdon, Steven Custo, Juliana Brewster, and Richard Crest, um, who really carry the weight. And, um, they are the Swiss Army knives of the US Department of Education and everything that they do. Um, so with that, I'm going to pass this on, pass the baton over to the A team. Um, I believe it will be, uh, Steven that will lead. And then, uh, Jane and Juliana will also participate, and, uh, Richard will be listening in. So with that, um, I'll pass it on over. Thank you so much.

Speaker 2   00:03:24   Yeah, thanks so much, Allison, and so happy to be a part of this team and for you all to, to join us today. Um, as Allison mentioned, we're going to, uh, go over primarily, uh, the opportunity for the state grants and the role of state education agencies and, uh, and being a part of those applications. Uh, we're going to talk by just talking a little bit about the community school approach, uh, the impact and benefits of community schools. And we're going to be pulling you all, uh, in just a second to just get an understanding of where you all are coming from and how familiar, how familiar you all are with, uh, full service community schools. Uh, from there, we'll be, um, ki kicking it over to Jane to talk about an overview of the funding opportunity that we're really excited about for this year, uh, with a focus again on the absolute priority five, the state scaling grants, uh, before we get into, um, uh, some time for, uh, q and a.

Speaker 2   00:04:24   And we'll be sharing some resources throughout the presentation, uh, to make sure that you all have access to that information as well. We also encourage you all, uh, to use the chat.

So if questions come up or if you have questions, uh, that you unanswered, we'll be taking, uh, some short breaks. And Yulia will be, uh, uh, monitoring the chat, uh, to make sure that we're in getting those questions and responding to them in real time. Uh, so with that, we, we wanted to start out again, just with a few polling questions. So, uh, um, I know Michelle will be pulling those up here, uh, so that you all can access your screen and answer just two quick questions. Uh, the first one, uh, we're, we're asking what best, uh, represents your role as a potential community school applicant. Are you part of a state education agency, a local, uh, educational agency or district, part of the school level leadership or other, looks like we got folks filling out that information.

Speaker 2   00:05:39   Looks like the primary response I'm seeing is other. We've got a few folks from state education agencies, uh, a few folks at the l e a level and about the same number of folks at the school leadership level. So helpful to, to see, uh, where folks are coming from. And it looks like we've, we've got primarily folks in, uh, who, who are not a part of those either state, uh, local or school level leadership, or, um, I'm ho I'm sure we've got folks from nonprofits and other places as well. Um, and then the second question we, we wanted to ask was, how familiar are you with the community school approach to education? Uh, either very familiar, uh, but familiar, a little bit, or not familiar at all, looking like we've got, uh, pr the most common responses are very familiar or familiar. Uh, good, good that we got folks who are at least a little familiar.

Speaker 2   00:06:49   So I'm seeing an equal split between familiar, very familiar and a little familiar, uh, now with most po folks being, uh, familiar or a little familiar, uh, and just a few folks who are not familiar at all. So that's really helpful, um, for us to, to know where, where you all are coming from. And I think it might be helpful just because we've got, uh, folks who, who a lot of folks marked other in terms of their role of where they're showing up. Uh, definitely encourage you all to, to put your, your name and your role in the chat, and that way as we're going through, uh, we can just be thinking about, uh, kind of your role in the application, how you play that. So, uh, if, if you can put your name, your role, uh, title, where you're coming from in the chat, that just helps us know as we're putting the information together today, uh, how to tailor it to your unique circumstances.

Speaker 2   00:07:46   So, and now that we've gotten to, to know you all, uh, a little bit better, where you're coming from and your familiarity, I'm sure most of you are familiar with the community schools approach, specifically, uh, the four pillars of community schools that you see on your screen. Uh, we have the, uh, the information from the Elementary and Secondary Education Act, the definition of a full service community school, and that it is a public, elementary or secondary school that participates in 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 it also provides access to such services and schools to students, families, and the communities such as access during the school year, including before and after school hours and weekends, as well as during the summer. And so that's the definition from the Every Student Succeeds Act.

Speaker 2   00:08:49   Uh, that passed in 2015. And then more recently, uh, uh, uh, with, uh, research from the Learning Policy Institute that was published a few years later in 2017, after looking at, um, uh, over 170 studies, they distilled, uh, what you see on your screen here, uh, as the four, uh, pillars of community schools, which are four key elements that show up in the implementation of full service community schools. So the first one, furthest to the left is integrated, uh, student supports. And those

include, uh, physical health, mental health, um, uh, as well as nutrition, housing, uh, and other, uh, services to support student achievement. The second pillar is enrich and, and expanded learning time. And that includes the before, during, after school and summer learning and enrichment programs of, uh, uniting, uh, learning throughout a student's time in school. And then there's active family and community engagement, and that includes opportunities for families, um, and, and schools, uh, to participate together to really be a united front in a student's learning and in setting and, and trying to work towards their goals, uh, not just in the classroom, but beyond and after graduation as well.

Speaker 2   00:10:14   And then finally, the fourth, fourth pillar, which is often referred to as the glue that kind of holds the other pieces together, is collaborative leadership and practices to support high quality teaching. Uh, so this includes the, uh, things along the lines of school-wide professional development or site-based leadership teams and professional learning communities to help ensure that, uh, community school is part of what everybody at a school is part of implementing and thinking about, uh, that, that, that a whole child approach to education. And, um, well, we, we recognize that one of the reasons we wanted to start out with these four pillars is, again, to, to get the folks who might not be as familiar with community schools familiar with them, but also because as you're thinking about applying for, uh, the, the fiscal year 23 Full Service Community schools grant, that these four elements should be a part of your application that's really, uh, important to think about how these different pieces show up and how you're planning to implement community schools. And we recognize that many of these pieces are probably part of the work that you're already doing.

Speaker 2   00:11:25   And next we want to talk about the impacts and benefits of community schools. As Elson mentioned at the beginning, we're really excited about this program, and I think one of the reasons we're excited about it is because of the positive impacts that has on students, on families, on communities. And we, we know that these impacts come because full service community schools, they emphasize the holistic needs of students. That the benefits of this approach comes from the interaction of a variety of, uh, of interventions that impact mental and physical health of students, including their social, emotional, and academic development. And based on, uh, the, uh, an analysis of, uh, the 143 studies that I mentioned early, earlier that, uh, brought about the four pillars of community schools. In addition to, uh, more recent study in 2020 from the Rand Corporation, we've seen benefits from community schools in attendance of reducing, uh, chronic absenteeism and making a, uh, positive and statistically, uh, significant impact on student, uh, attendance in elementary, medical, middle, and high school.

Speaker 2   00:12:38   Uh, it's also com community schools have also had a positive, uh, benefit on the school environment, um, sometimes referred to as school climate that they've contributed to those positive school environments and climates reducing, uh, disciplinary incidents like suspensions and expulsions. Student progression has also, uh, I improved based on community schools that the approach has had a positive impact on elementary and middle school students on, on time grade progression. And then finally, the, the last big piece, uh, is that, uh, AC is related to academic success, that community schools, that the approach has a positive and insignificant impact on elementary, uh, middle schools, students math scores, uh, as well. So overall, students with, uh, uh, this whole learner approach, they are, he, they feel healthier, safer, more engaged, supported, and challenged throughout the process. And so, just wanted to start there, uh, to make sure we have a grounding of, of what is, uh, this program, why

is it important, and now give you all an opportunity to learn more about how you can apply and be a part of, uh, full service community schools. So with that, I'll uh, turn it over to Jane.

Speaker 3   00:13:59   Thanks, Steven. Um, hi everybody. Jane Hodgdon from the Full Service Community Schools team, and I'm our, our team lead on this really exciting and important work. So, just to give, uh, kind of an overview of this year's opportunity, we have almost 74 million available to make new awards. We think we'll receive about 300 applications, and we plan to make 45 different awards. Uh, regardless of, uh, what type of grant you're going to apply for, you first need to decide, are you going to apply under absolute priority one or absolute priority two. So, absolute priority one means that you'll be working with at least two schools that are eligible for a Title one, a school-wide program. That usually means that 40% of the student population of the school is at or below an income that is at the federal poverty level. And it can also mean an alternative is that 40% of the families or household in the attendance zone for the school is at or below that, that federal poverty level for absolute priority.

Speaker 3   00:15:33   Two, the emphasis is on working with rural communities. And so under absolute priority two, an applicant needs to meet that first threshold around school-wide eligibility, but then also be working with one or more school districts that qualify for the Small Rural School Achievement Program, or the Rural and Low Income Schools program. And we can put a link to the comprehensive, uh, eligibility spreadsheet that our colleagues in the Rural Education Achievement Program have. Uh, it's also available on the website. We have it in our, our FAQs and a few other places on our webpage two. So once you decide, alright, we're going to go for absolute priority one, or, or, you know, we fit within absolute priority two, then the, the options are around what type of grant, uh, would you choose to apply for this, uh, session is really going to focus on absolute priority five, our state scaling grants, but I do want to just do that very quick nickel tour of what the other ones are.

Speaker 3   00:16:54   And I did see in, in the chat that there's somebody who's looking to apply under absolute priority four. So, um, so just to, to make sure that we're, you know, keeping everybody grounded. Uh, the capacity building and development grants, that's absolute priority three, the maximum award is two and a half million dollars over the full project period. The applicant, the eligible applicant is one or more local education agencies or the Bureau of Indian Education in partnership with one or more community-based organizations or their public or private entity. The project period is up to five years. They can use up to 10% of their total award for planning in year one, need to serve at least two schools need to include a preliminary M O U and the selection criteria include, need project design, project services, adequacy of resources, management plan and evaluation. I'll note that there are different factors under each of those, but those are the kind of the, the headline selection criteria under absolute priority four.

Speaker 3   00:18:17   This is the multi Local Education Agency grants or multi l e a or you sometimes, uh, you know, we use the term or, you know, we broadly use the term school district. So this would be your multi-district grants, and it needs to have at least two school districts that are a part of the application. Maximum award is 15 million for the full project period. The applicant eligibility is the same. So it can be, you know, two LEAs or the b i e with, uh, at least, uh, one community-based organization or other public or, or private entity. Uh, one, one note here that I do want to make is that the, uh, the lea, one of the LEAs can be the lead applicant or the community-based organization, nonprofit Institute of Higher Education. Uh, they can be the lead applicant and be working with the two or more LEAs, same project period of five years.

Speaker 3   00:19:33   Same, uh, situation with planning. In this case, with the minimum number of schools, there should be two schools per district or per lea. Now, there's an exception because there are a number of LEAs that only have a single school, sometimes that might be, uh, a rural or a remote school. And, uh, and the LEAs just that one school district. Uh, sometimes it might be a charter school. So we do have that caveat around, uh, LEAs that oversee a single school, uh, also need to include a preliminary M O U. And those selection criteria are the same as what you saw in absolute priority three. All right, now moving over to what the emphasis is for this, uh, you know, this session, our, our state scaling grants. Uh, so absolute priority five, our state scaling grants, the maximum award is 50 million over the full project period.

Speaker 3   00:20:46   The applicant or the eligible entity is the same for submitting an application. So it can either be submitted by the L e a, by the b i e in partnership with a community-based organization, or it could be that community-based organization or nonprofit that's in partnership with an L E A or the b i E. Here's where the, this is a unique aspect to absolute priority five is that there needs to be a partnership with the State education Agency. They, uh, statute does not provide for the s e a to be a lead applicant, but in order to successfully scale something at the state level, of course, the s e is a really critical partner. And so working with that critical partner, uh, that's how the, the application partnership will determine the number and the percent of LEAs. So we recognize that there's a lot of diversity in the states of our nation, and some have a small number of school districts, and others have hundreds of school districts.

Speaker 3   00:22:09   And so it wouldn't be, uh, it, it wouldn't be appropriate for us to say, you have to get to a certain number, you have to get to a certain percentage. Uh, so we look to our applicants to determine what makes the most sense for them, and to include that information, why this makes the most sense in, in their application. The project period is the same, it's up to five years, but there's an added piece for this state scaling, and that is that there's a commitment to sustain beyond two years after the term of the grant.

Speaker 3   00:22:51   The planning period is the same. So up to 10% of the total award can be used for planning in year one. The number of schools is based on the number of LEAs that will be participating. So it should be two per l e a with that caveat about, uh, single school districts, the preliminary M o U is required. And, uh, one, one unique piece to that is, again, you know, we're looking to see that there's a partnership with the state education agency, and also there is a state steering committee that is part of the work that is happening in these applications. The selection criteria includes need and project design and project services, adequacy of resources, management plan and evaluation. But it also includes a criterion around strategy to scale. We did spend some time in a previous webinar really kind of diving into the selection criteria a little bit more.

Speaker 3   00:24:04   If our questions from the audience drive us in that direction, we're happy to, you know, walk back through some of that information. Uh, but just to make sure that we get through, um, the initial information, and you have plenty of time for questions, I'm going to, uh, speak to the competitive preference priorities and the invitational priority. Uh, so this year we have two competitive preference priorities. They're actually the, the same as what were used in 2022 or last year. They're both worth up to five points. And that means that the reviewers will be rating them on a scale from zero to five. So zero would mean there's nothing there. Uh, but then, you know, how well is the applicant addressing the competitive preference priority? That first one is about meeting students', social,

emotional, and academic needs. There are three different factors in there. And so an applicant needs to fully address at least one of those factors in order to get the five points.

Speaker 3   00:25:17   The second competitive preference priority is about strengthening cross-agency coordination and community engagement to advance systemic change. And it does take it, if you read the, um, the actual language and the notice inviting applications. It does take it a little bit deeper than that though too. So it is about the strengthening cross agency coordination and community engagement. Uh, and it is also about using evidence in order to prevent or provide early intervention into community violence. So we, we recognize how much that impacts schools and the students and the families that are part of that school community. And so that is something that we know requires strong partnership and a lot of evidence to, in order to improve and prevent and, and provide that early intervention. So fully addressing that is worth up to five points this year. We have a new invitational priority and invitational priority signals that there's interest in something on behalf of the secretary and the Department of Education. It does not have points attached to it, but it is, you know, us saying, we think this is something that's really important, and we hope that application applicants will think about how they would incorporate that into their work. So this year's invitational priority is related to early learning, and the focus is on transitions. So transitions and alignment between early learning settings into kindergarten, and then from kindergarten into those early grades.

Speaker 3   00:27:23   All right. Uh, let's, um, I think, Steven, that I turn it back to you now. Is that right?

Speaker 2   00:27:29   Yeah. And, uh, I, before we do that, uh, I just want to check with Yuli. Have we gotten any questions, uh, in the chat? I'm just looking through.

Speaker 4   00:27:39   Um, no, I don't see any, any questions, but if we do want to take just a, a couple minutes to see if there are any questions that folks maybe want to place into the chat. And during this time, while we're waiting for, um, or while we wait to see if there are any questions, um, I can just share a few really helpful questions that we have received from the field and, and interested applicants that, um, Jane has also, um, shared. And Steven, you've shared as well. So for example, the first one being, how do I notify the department that I'm interested in applying, which is a really great question. Um, if you are interested in applying, we ask that you please complete the notice of intent to apply via a link, which can be found at the bottom of our competition webpage. The intent to apply is due by July 7th.

Speaker 4   00:28:34   Um, a few other quick notes about the intent to apply this part of the competition is not something that is required. It does, though, help us tremendously during the review phase of our competition. For example, um, knowing how many applications come that we receive, we can see how many, um, fall under which type of grant and how many reviewers we may need. Um, also by submitting an intent to apply, there is no obligation for an applicant to apply, um, for a full service community school grant. So, in other words, if you submit an intent, you're not on the hook to apply. Um, and similarly, if you submit an intent to apply, you're not bound to the information provided in your intent. Um, so again, you're not required to submit a notice of intent to apply, but by submitting one, it is immensely helpful for us to ensure that we have, um, we have the right amount of support to provide during the review portion of the competition.

Speaker 4   00:29:29   One other really, um, quick question that I wanted to share, um, and give an answer to is a question that we received around where to submit questions after this webinar or during the, um, during, um, this comp, during the competition. At any point, if you have any questions after this

webinar at any time, please do, um, consider submitting your question to our team email account, which is fscs ed gov. And later in the presentation we'll have that also shared, um, on, on the screen. Um, we also have an FAQ document on our com competition webpage that contains a lot of really helpful questions that we've received, um, from or about various aspects of our competition. So I do encourage, um, as much as possible to take a look at the FAQ that is on our, on our webpage. Um, so I'm going to go back to see, um, Steven, if we've received any questions, um, while I was sharing those two questions. Let me see here. Yeah,

Speaker 2   00:30:36   Let just, I, I saw one of, uh, it looked like Angela said that, uh, where can I find assistance to make sure I apply properly? Okay. Um, and earlier in the chat, um, we, I had put in the competition webpage, and that has a lot of the materials that Jane mentioned that includes mm-hmm. <affirmative>, um, a, a abstract template. It has an eligibility checklist. It has the application package instructions and the full notice inviting applications. Uh, it also has recordings for, uh, the different absolute priorities that are a little bit more in depth than, uh, this one. As well as I know we've got folks who, some folks are coming from, uh, nonprofits, some folks are coming from, uh, states or SCAs, and some folks are coming from IAGs and so, or institutes of higher education. And so we have brochures, uh, and different information that's tailored to the, uh, those specific audiences. So if that's helpful, uh, we have those links on our webpage so that you can access that information, uh, there as well. So that's the best place to find assistance to make sure that you can apply properly. And then if you have those, uh, specific questions that you don't find on there, that's where the email that Yuli, uh, just mentioned, uh, that if you have those questions, definitely send them, uh, to us there.

Speaker 3   00:32:10   Can I jump in for a second, Steven? Yeah. Yeah. All right. Um, so we can put a link in here to our general resources page that, that Steven mentioned. And, uh, in that page, we also have links to some, uh, external organizations, some non-federal organizations who have been working in the community school field for decades. And they have been great resources for applicants as well. So our role is really to make sure that we're answering questions that are very, you know, aligned with the eligibility and the requirements and, um, you know, how to use, uh, grants.gov to submit your application and things like that. And, uh, and some of those other organizations I know they're working with, uh, potential applicants and, you know, just providing folks a lot of support. So I encourage, uh, everyone to take advantage of any resources that you can, um, and know that you can always come back to the Department of Education's website when you want to make sure that you are getting, uh, information that is completely aligned with the notice inviting app applications.

Speaker 2   00:33:33   Yeah, thanks for that. Just put that in the chat. That's definitely a great, a great thing to, to be able to, uh, to access throughout your applications. And we'll be, uh, pausing to take more questions. So definitely keep putting those in the chat as we go along here. Um, can I, I, yeah, go ahead.

Speaker 3   00:33:52   Sorry, <laugh>,

Speaker 3   00:33:55   Just wanted to, um, address this last question here. Uh, so, um, because this, you know, this is an important distinction and, uh, and something that could be kind of confusing. So the question asks about, you know, if you're submitting in response to the fiscal year 2023 notice inviting applications, do you also have to respond to the notice of final priority? And, uh, and so the answer is no. We use the final priority to set policy that then gets incorporated into the notice inviting applications. So anything relevant from the 2023 notice of final priority that, that you need to think

about as an applicant, we've already incorporated that into the notice inviting application. So the, the notice inviting applications is really the, you know, it, it is the, um, the critical and official resource for applicants this year.

Speaker 2   00:35:07   Yeah. Thanks for catching that, Jane. I'm glad, uh, you were able to answer Kylie's question there. Um, and again, just keep putting those, uh, questions in the chat. We'll keep pausing to make sure that, uh, everybody has an opportunity to, to get those answered. Um, but, uh, wanted to just take a, a moment here at the top of the webinar. We mentioned we're going to focus on those, uh, state scaling grants, uh, here. And so wanted to take a slide, uh, to look at some examples to answer some questions for, uh, the folks who are joining and thinking about that absolute priority five, uh, application. And so we want to start out by, uh, mentioning that, uh, state education agencies sess, uh, they aren't eligible, uh, they aren't an eligible applicant for full service community schools, SCAs, they're, they're an important part, uh, partner for eligible applications who are applying to the grant.

Speaker 2   00:36:06   And both state educational agencies and school districts, we recognize they play a critical role in supporting and sustaining full service community school, uh, approaches to education. And SCAs can be part of, uh, a grant, but not the lead applicant. And so you can see on the slide here that, you know, we're looking at EAs, uh, to identify opportunities and encourage eligible, eligible applicants to apply for the absolute priority fund, uh, uh, grants or other full service community school opportunities. And then when it's, it's, uh, applicable, uh, to pair with other federal or state funding, uh, to, to enhance, uh, their programming. And so, uh, we, we look forward to working at the, the, with folks at the state level, uh, because we recognize that, uh, there are a lot of important relationships that you all, uh, make at that level, that you're coordinating resources across systems, uh, across sectors, across agencies.

Speaker 2   00:37:08   And, uh, when we're thinking about eligible applicants for this grant, uh, we really, uh, want folks to apply, uh, for the full service community school grant and be the primary lead on implementation and oversight. So that's who the primary applicant is. We want folks to engage with us with the department, uh, department of Education for technical assistance on your applications of using those resources that are online, and then also partnering with community stakeholders, uh, to hopefully maximize your impact. And I know we have folks, uh, from a lot of different nonprofits and other community based organizations, uh, joining us today. Uh, we also want to highlight, uh, a lot of the work that states have been doing. I know Elson mentioned, uh, you know, New York, California, uh, a few other, uh, places, uh, at the beginning, Illinois, uh, Maryland have done a lot of work at the state level.

Speaker 2   00:38:06   Uh, so we recognize that there are many states there, there are even more districts that have taken steps to support community school approaches and that, uh, you know, using federal funds and covid relief funds to support and expand access to full service community schools. And so we just wanted to highlight a few examples of what that looks like. Um, and we also made three awards, uh, last year under the absolute priority five. So in fiscal year 2022, uh, you can view those applications on our program website where you can look at not just their app applications, but uh, their, their abstracts, and that includes a lot of the information that may be helpful as you're thinking about applying. Uh, but just looking at three states, uh, we know that California, for instance, that they've provided, uh, 45 million from their elementary and secondary school emergency relief for esser funding, uh, to start a competitive state grant program for school districts to support, uh, and expand existing community school initiatives.

Speaker 2   00:39:14   In addition to that, the state legislature passed a proposal, uh, that initially was, was a $3 billion one-time funding to develop new and existing community school initiatives. And then the state provided an additional, uh, billion dollars the year after that to support, uh, community schools. Uh, Vermont is another example where they use some of those esser funds, 3.4 million. They're a smaller state, so they, they had a smaller allocation, but they still used, uh, uh, a good chunk of that to support community schools through, uh, their coordinators and evidence-based programming, uh, to support collaborative needs assessments as well. And they're funding through that. Uh, they use that funding that's targeted to schools where at least 40% of students, uh, qualify for free or reduced price lunch. And then finally, uh, in New Mexico, another state we wanted to highlight, uh, they provide technical assistance. And it looks like we have a few folks who are joining who, who are part of providing community school technical assistance, uh, that they, uh, conduct annual evaluations of their 54 community schools that are in the state.

Speaker 2   00:40:27   Each of those has a full service community school coordinator, and, uh, that's supported by the state educational agency in New Mexico. They're, uh, community school state coalition, uh, which is employ appointed by a body of educators, uh, advocates and other researchers with community school expertise. And so I want to highlight some of those, uh, states that are already implementing community schools and thinking about that scaling, uh, to, well hopefully get you all thinking about how that, uh, state scaling approach might fit within your own context. Um, so before we move, uh, to some more specific pieces that, that are part of the application, before I kick it back to Jane on that, want to just pause again and see, uh, did we get any more questions? Julie?

Speaker 4   00:41:20   We got one more question, Steven. Um, and Jane answered it, it was from, um, it was from, uh, Karen. Um, and Karen asked, no matter which priority one goes after is planning allowed, but keeping with the 10% cap. Um, and Jane, um, answered it, which is perfect, all prior, just to repeat her, her answer, all priorities can use up to 10% of funding for planning in year one. Um, I'm going to also just pause to see if we have any other questions. And similar to earlier, I'll just, um, ask a few more and answer a few more questions that we've received from the field and interested applicants. Um, one being, and Steven, you touched on it and you, um, you answered it, which is, are SCAs eligible to serve as lead applicants? Um, SCAs, again, are not eligible to serve as lead applicants. However, an s e a can partner under any of the full service community school applications.

Speaker 4   00:42:20   And as, um, as Steven has shared, the s e a and AP five grants are an integral partner of the grant as an applicant, um, because an applicant must include the description of the SEO's commitment and partnership to the consortium. Another question that we've received in regards to the SEO's role is, um, is the S'S role in the application and implementation of the grant. Um, so what is their role? I would say that from their vantage point, an s e a can encourage, and, and this is actually noted here in front of you, they can encourage applicants to apply. They can also look at how to support and leverage funding, um, as, as you can see here, um, in terms of looking at other federal and state fundings to enhance programming. And also SCAs can, um, help with relationship building and coordinated resources across systems and sectors.

Speaker 4   00:43:15   One more question we received, or it's, uh, two, and one question we received is the EAs um, Theta's role around the, the two years of sustainability, um, after the award period. And what do we mean by sustainability? These are two really great questions that we've received. And I'll start with tackling the, the first, uh, the second question around the definition of sustainability. And

there is no definition for sustainability, and there isn't a place in the N I A that has a definition for that. Um, but that said, we do see sustainability coming from all angles, meaning all partners, and we really, um, we really do look at sustainability as a partnership approach. Um, and so with that, in terms of the s e a being on the hook for two years of sustainability post the award, um, we would say that the award period, we would say that the answer is no, but that the spirit of the requirement is that the s e is going to remain an engaged partner in supporting the continuing continuity of the work, as well as the expansion of the work beyond the grant.

Speaker 4   00:44:21   And that as, as an applicant, the SCA will continue to work and build a robust set of partners, um, who will bring resources to the table. Um, so, uh, again, SCAs hold a very integral part, um, and role in this, um, in the AP five grant, as well as all of the other applications. But, um, and, and we're happy to answer any other questions that you may have regarding their role. I I'm going to look again at the chat to see if there are any, um, new questions that have come up. Um, I don't see any, Steven, so I'll turn it back to you.

Speaker 2   00:44:56   Awesome, thank you. I appreciate that Yuli. And again, you know, we want to make sure we're, we're answering those questions and being responsive. So, um, I'll, uh, we, we've got, uh, two more slides. We'll talk. I'll turn it over here to Jane to talk about some of the key application elements, uh, before we share some final resources and open it up, uh, for any additional questions. So, Jane, I'll turn it back to you.

Speaker 3   00:45:20   All righty, thank you. Uh, so the application elements and, uh, you know, while an S e A may not be the lead applicant, they will be very involved in developing the application and also in executing the app, the grant as well. Um, so a couple things to keep in mind here. Uh, the notice inviting applications, as we mentioned, is really the guiding document for all of the requirements for the application, as well as the future program requirements, the things that somebody needs to do as a, a grantee. So some of those things include contributing matching funds. So each grantee needs to provide, uh, information about matching funds or in-kind services in their application. We often get questions about, is there a limit? Is there a percent that we need to hit? And we do not have a set amount or a set percentage that needs to be met for matching funds.

Speaker 3   00:46:31   Uh, just that there is some form of match or in-kind. Now that's true for meeting the eligibility threshold and getting into, uh, peer review some of the selection criteria when you dive into them. They do speak to sustainability and, uh, and so you want to recognize what the requirements are to get into review, but then also really keep in mind, uh, how well your application is addressing the selection criteria, because that's what the peer reviewers will use to score it. Uh, second, uh, piece that's important to keep in mind when, uh, when designing your program and then when implementing it, is that, uh, as you know, as we've talked about, grantees can use up to 10% of the grant funds for planning purposes in the first year. And also that grantees need to integrate at least three pipeline services, uh, and then add two more services in the schools that they're working in.

Speaker 3   00:47:45   So each school that is being, uh, targeted for full service community school support, it will need to have that full-time coordinator. There will need to be three existing services that are coordinated. And then two additional services for evaluation. Uh, there has always been a requirement that full service community school grantees are work, are conducting a project level evaluation, and that it is one that is used to, uh, uh, you know, inform how well the project is doing,

identify areas for improvement, uh, report on the required measures, and then make sure that information is publicly shared about the work and the, the outcomes of the work. Last year, we added a requirement that it be an independent evaluation as well. This year, one of the new pieces is that full service community schools is going to be embarking on a national evaluation that is looking at the implementation of the program.

Speaker 3   00:49:08   So any applicant will need to include an assurance that they will participate in a national evaluation. And then as a grantee, we have the requirement that our grantees do participate. So we wanted to make sure that applicants were fully aware of the requirement. And then, you know, we will, we'll remind our, our grantees quite a bit about the, the requirement. And then finally, there's an M O U I've mentioned that, uh, that applicants need to include a preliminary memorandum of understanding. And then at the end of that first year, a grantee will need to submit a final m o u. Now, we did this because we understand that sometimes partners might be a little uneasy and concerned about signing something that is a formal commitment to do certain activities or, uh, contribute certain funds or things like that. Um, so using that term preliminary and allowing for applicants to include the language that they need to, to signal that, you know, this is preliminary, this is for the purpose of applying, um, you know, wouldn't come into play unless funded, you know, however, uh, that needs to be developed.

Speaker 3   00:50:33   But then in that, uh, that first year of the grant, as those partnerships are being solidified, there will need to be a final M O U. I've already talked about our competitive preference priorities for this year, so I won't go back into those. Uh, and then here you can see a little bit more information about what's in some of these selection criteria, uh, or need. You can also see the amount of points, uh, five points under need project design. A key piece to this and a change from last year is that there is a, a factor in that selection criteria that, uh, that signals the need to have a logic model or to kind show what that theory of action is for the, uh, the proposal for the project. And that's up to 25 points. Project services, uh, our 15 points adequacy of resources, 10 points management plan is 20 points. Project evaluation is 15 points, and then strategy to scale is 10 points. So that's really, that's the one that is very unique to the state scaling grants, and that's where, uh, reviewers are looking to see that demonstrated commitment and strategy to be able to scale up this work at that statewide level.

Speaker 3   00:52:08   Uh, let's see. So I'm going to, um, take a peek at the, the chat here. Julie, I'm jumping in and stepping on your toes. I'm sorry about that. Uh, there's a question about in-kind services from federal sources being used in the grant, uh, and not be included as matching funds. Um, so I'm going to kind of restate what is allowed. Uh, so, uh, all applications need to include some kind of matching funds or in-kind services. Uh, unless it is an application that is being submitted in partnership with the Bureau of Indian Education, those funds, those services cannot be from federal sources. So, for example, it would not be allowable to include as part of your match or in-kind, uh, 21st century, uh, learning centers funds. Uh, it can be a part of it, it just can't be counted toward what you're including as match. So it's certainly, you know, we love to see folks, uh, braiding the, the variety of resources together. It just can't count toward that match, which really shouldn't be too much of a problem given that there is not a threshold that anyone needs to meet. All right, um, I'm going to turn it back to you, Steven, and then as we wrap up, we'll be able to get to Keith's question.

Speaker 2   00:53:52   Yeah, thanks Jane. And just, uh, a lot of the answers for those frequently asked questions, those are on our competition, uh, webpage, and so we've put that in the chat. Uh, but just

want to emphasize that, you know, the recordings for our webinars, the information that's going to be a really great resource for you all to reference In addition to the general resources page that Jane mentioned earlier. Um, we also get a lot of questions of how can, uh, state education agencies support this program, even though they can't apply. And so we've got a few pieces here, uh, that, well, first of all, you can mention this grant opportunity, uh, at a district meeting at, at local educational agencies or at meetings with stakeholders that are eligible to apply. You can schedule your own, uh, webinar or meeting about the grant opportunity, and then finally, excuse me, you can determine if there's a department of education, if there are grantees that are located in your state and encourage their interest in applying for those state scaling grants.

Speaker 2   00:54:59   So, uh, just highlighting those three additional opportunities that, as you all, uh, who are part of those SCAs are thinking about moving forward and supporting the grants. Those are three different, uh, actions that you can take. Um, and then we always, uh, include the information about who's eligible. So appreciate Jane, you going over that. Um, and then finally, just want to highlight the, the program website. Um, you can always find, uh, the full list of information on, uh, the notice inviting applications that has the definitions, uh, a lot of the information that we went over today. And then if you have any questions, uh, you know, feel free to reach out to us at that full service community school ss uh, fscs ed.gov email. Um, so that's what all the resources we wanted to share, but, uh, are excited to answer any additional, uh, questions that you all have.

Speaker 2   00:55:54   So I see we've gotten a few more in the chat here. Um, so I, it looks like, uh, Kate's got two questions, so I'll just read through those. Um, in the management plan, are we expected to identify, uh, specific partner agencies that will be responsible for doing specific activities, or is it sufficient to say that the school coordinator will make sure that the partner is doing the activity? And I think, um, just the two key pieces that, that you've pulled out there, Kate, are that, uh, you know, other partners should be, uh, a part of your grant that a lot of the work that's, uh, being, being implemented in community schools involves that, um, you know, uh, uh, memorandum of understanding and bringing those partners together and that community school coordinators that as you're thinking of implementing, uh, that a community school coordinator, uh, that, that should, uh, coordinator should be present at all of the full service community schools. So, uh, kind of similar to Jane, I think just a stating, uh, what, what, what is important to include in those two aspects about the application. Um, and I, I don't know, Jane, did you, is there any more to say towards that question?

Speaker 3   00:57:13   Yeah, there, there are a couple things that I would say. Um, so, uh, the first is that this, the question kind of gets to that distinction between, or in my mind it does between what is required and then how well somebody is addressing the selection criteria. Um, and so, you know, what is needed is to get into review, is to, you know, make sure you've got your memorandum of understanding and that, uh, you know, that you have the required partners in place in order to submit the application. But then the idea of, you know, how specific does it need to be? I think that starts, uh, to, to get closer to how well is somebody responding to the selection criteria so that they're likely to be awarded, uh, you know, full points or, you know, a high level of the, the number of points. Um, and so, you know, I would say that the more information that an applicant can, you know, can share about what their partnership looks like and who's going to be doing what, uh, you know, that's helpful for a reviewer to understand what the project would, would really be looking like, uh, on the ground.

Speaker 2   00:58:46   And we have another, a question of follow up to the previous question, uh, about using federal funds kind of as a part of the application about, uh, if, if, uh, a person's using Title one funds that if those are paying for a specific service or support, uh, they can point to that as part of the sustainability after the full service community school grant, but those, uh, can't be considered as part of the match. Is that correct, Jane?

Speaker 3   00:59:17   Yep, that's right.

Speaker 2   00:59:20   And then the, uh, last question I'm seeing in the chat right now is, can you describe the difference between the consortium and the steering committee? And I think that's, that's a good, I can go back to the slide that we had up about the different, um, that the different absolute priorities, uh, that, uh, consortium, uh, or consortium that that's, uh, often thought of as, as, uh, the group of partners applying for the application, whereas that, uh, steering committee, uh, that, that, uh, state steering committee, uh, that's, uh, unique, uh, to the preliminary memorandum of understanding that is included, uh, in a absolute priority five, uh, state scaling grant. Uh, so hopefully that, that helps to show how, uh, those two terms kind of show up in the applications of the different absolute priorities. Great. I'll just, uh, make sure, we'll, we'll take a, a last pause here just to make sure that if folks have any other questions, uh, that you have an opportunity, uh, to either ask those on the chat, uh, in the chat or even if it, if it would be helpful to come off mute and ask those questions, uh, verbally. Feel free to do that as well.

Speaker 5   01:01:04   I don't think we can do it. I don't know. I don't know. She, I know one thing Ms. On their vision, you know, stop. And I'm like, how she get that? Love you.

Speaker 3   01:01:17   I think we've got a little bit of background noise.

Speaker 2   01:01:21   Yeah. Um,

Speaker 3   01:01:23   But maybe that's the signal that, uh, you know, it's time for us to, you know, make sure folks have their, their last bite at the apple here. Um, we are really glad that you were all able to join us, uh, you know, hoping we can, you know, answer anything that might be nagging at you as you're considering your application and how you're pulling that together. Julie, is there anything else that, um, you know, had come up in our previous questions that you think would be important to, to flag?

Speaker 4   01:02:00   Um, I do have two questions that we've, we've received, um, from, from the field and, and interesting, um, interested applicants. I'll share that now. One of them being, can an l e a be part of more than one consortium and does part of, and does be part of multiple application submittals? The answer to that is yes. However, the department will not fund applications that are carrying out duplicate or overlapping activities. In other words, the department will not pay for the same activity twice, even if the activities in included in two separate grant applications. For that reason, if a nonprofit entity or another eligible entity is part of more than one application, it should be sure that the activities proposed in the various applications, um, that they are part of the, the respective applications. And there's no duplicate of activ duplication of activities or overlapping of activities with one another.

Speaker 4   01:03:00   Another question we've received is, can a current F S C S grantee apply for a grant under absolute priority four or five before completing their current grant? Um, the answer is that they can apply. Um, there's no need to have completed your existing grant before submitting an application to scale up, um, to, to multiple LEAs or this to the state level. However, we do have to know that current

grantees are encouraged to consider readiness to scale and also staff capacity to complete the existing grant and starting new one. Um, in addition, the activities under the existing and proposed, um, and proposed new grant should, um, be distinct, um, as grantees are, again, are prohibit, are, are prohibited from paying from the same cost under two, two grants. Also, a grantee cannot use funds under its current grant to pay, um, an employee or contractor to prepare an application for an F S E S grant or in any other Department of Education grant. Um, so that is, those are the other two, um, questions that I have and I don't think I've seen any new questions, uh, come up. So I'll turn it back to you, Steven and Jane.

Speaker 2   01:04:17   Awesome. Well, thanks Julie. And, and thank you all for tuning in and, and asking questions and putting information in the chat. Um, I really appreciate you all being active in this conversation. Again, if you have any other questions, feel free to reach out, uh, to us@fscsed.gov. Uh, we'll be able to, to post, uh, this along with the other recordings online. So feel free to access those there and definitely look forward to keeping in touch as you all, uh, put together your applications and if there's any other way we can support you beyond that, uh, feel free to reach out as well. So thank you all for tuning in.

Speaker 0   01:04:57   Thank you for joining today's conference. Thank you for using event services. Your conference has ended and you may disconnect.