FSCS Webinar Series

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Community Builder

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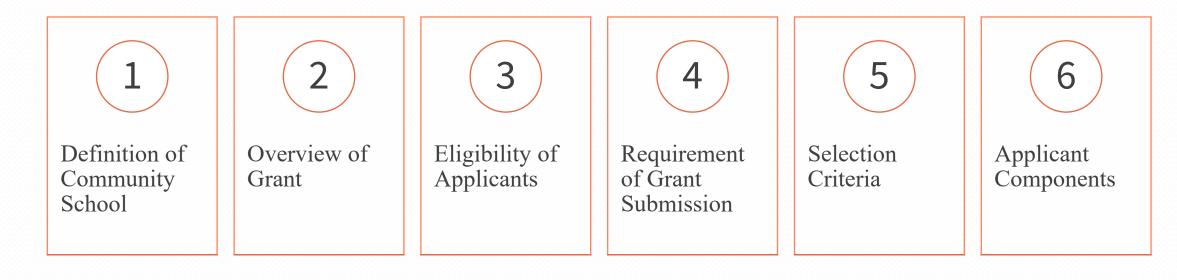 - Organization
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Today's Goal

Today's goal is to introduce the Full-Service Community Schools Grant Planning Webinar Series and provide an overview for the Full-Service Community School Grant. Each session will include current and former grant recipients who will be discussing their experience applying for the grant. Topics of discussion will include project design and partnerships, continuous improvement, evaluation, and budgeting.

Dates:
- **July 7:** Full-Service Community Schools Overview
- **July 14:** Project Design and Partnerships
- **July 21:** Continuous Improvement
  (Department of Education Community Schools Series in partnership with the National Center for Community Schools)
  - Separate Registration/Virtual Platform
- **July 28:** Evaluation
- **August 4:** Budgeting

As a Coalition we envision schools as centers for creating flourishing communities where everyone belongs, works together, and thrives.

Our Mission

Transform public schools into Community Schools to unite schools, families, and communities for creating experiences for all students to be successful and socially responsible

Our Values

Pursue Equity: We advocate for just policies and opportunities for those who need it most.

Practice Democracy: We use actionable data to exercise inclusive decision-making and distributive leadership.

Promote Harmony: We collaborate proportionate to our responsibility of modeling for our youth.

Our Vehicle

Community Schools are schools that build on the voices of students and parents to create and coordinate opportunities that lead to the holistic well-being of students, stronger families and vibrant communities.

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Movement and Moment

"Community schools play a vital role in achieving President Biden's vision of building our education system back better than before the pandemic. The last two years have taught us how critical schools can be in providing wraparound supports to students and families—such as access to mental health services, basic needs, and high-quality academic instruction.

When schools are at the center of our neighborhoods and communities, children, youth, and families benefit. I am thrilled that this program can enable more students and families to access full-service community schools, and that President Biden proposed in his budget to invest hundreds of millions of dollars in community schools, which have been proven to improve student well-being and academic success." - Secretary Miguel Cardona

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What is a Community School?

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.

Purpose – Definition of FSCS

The FSCS 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 schools with concentrated poverty, including rural schools. The FSCS program is authorized under Title IV through Community Support for School Success, sections 4621-4623 and 4625(a) of the Elementary and Secondary Education Act, as amended (ESEA).

Funding as of June 2022

Fiscal Year	Funding	New Grants Awards
2023	Requested: $468M	TBD
2022	$75 M (~$68 M for new awards)	TBD
2021	$30M	--
2020	$25M	19
2019	$17.5M	8
2018	$17.5M	15
2017	$10M	--
2016	$10M	--
2015	$10M	12
2014	$10M	9
2013	$10M	--
2012	$10M	--
2011	$10M	--
2010	$10M	11

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Full-Service Community School Grant (2019)

Outline

- Purpose
- Eligible applicant
- Time period: up to 5 years, including planning in year 1
- MOU among partners
- Comprehensive plan
  - Description of community
  - Needs assessment
  - Performance objectives
  - Services that will be provided
- Full-time coordinator
- Annual evaluation
- Plans to sustain
- Emphasis on schools eligible under Title IA schoolwide, rural LEAs, evidence
- Coordinate minimum of 3 existing, 2 new services over grant period

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Eligible Applicants

- Applicant must be part of a consortium of:
  - 1) 1 or more local education agencies; or the Bureau of Indian Education; AND
  - 2) 1 or more community-based organizations, nonprofit organizations, or other public or private entities

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Notice of Proposed Priorities, Requirements, Definitions & Selection Criteria

Proposed Priorities

- Capacity building & development grants
- Multi-local educational agency grants
- State scaling grants
- National evaluation
- Integrated student supports

Proposed Priorities 1- 3

Proposed Priority 1—Capacity Building and Development Grants. Projects that propose to conduct initial development and coordination activities that leverage the findings of their needs assessment to develop the infrastructure, activities, and partnerships to implement and sustain full- service community schools in two or more schools through extensive community engagement and gathering data on initial outcomes.

Proposed Priority 2—Multi-Local Educational Agency (LEA) Grants. Projects that propose to implement full-service community schools in two or more LEAs within the same state.

Proposed Priority 3—FSCS State Scaling Grants. Projects in partnership with an SEA that propose to initiate, support, and expand full-service community schools in six or more LEAs across the state where there is a commitment to sustain the program beyond two years after the term of the grant.

Proposed Requirements

Projects must describe the pillars of full-service community schools that they have in place or how they will establish these pillars, or how they will implement these supports with partners, including community-based organization, and collaborating with school leadership and staff.

Proposed Requirements Rationale

The Department proposes this application requirement to be used in conjunction with those set out in Section 4625(a) of the ESEA. The proposed application requirement is intended to:

(1) Assist applicants with creating and clearly presenting elements of high-quality full-service community schools;

(2) emphasize the critical role and direct involvement of school partners, including community-based organizations, families, educators, and staff, in identifying and implementing solutions needed to improve educational opportunities and academic outcomes;

(3) ensure that applicants have a clear knowledge of the assets and needs in the schools and communities to be served as demonstrated by the applicant's initial needs assessment and plan; and

(4) communicate to families that the combination of supports, rich learning environment and collaboration with school leadership will create the best conditions to meet the needs of their child. The Department expects that the proposed requirement will not only improve the application and review process but also improve program outcomes. **- Federal Register pg. 1712**

Proposed Requirements & Definitions

To enhance the quality of implementation of full-service community schools the Department proposes that each application address the four pillars of full-service community schools.

The four pillars are:

- (1) **Integrated student supports** that address out-of-school barriers to learning through partnerships with social and health service agencies and providers;
- (2) **Expanded and enriched learning time and opportunities**;
- (3) **Active family and community engagement**; and
- (4) **Collaborative leadership** and practices that build a culture of professional learning, collective trust, and shared responsibility.

Integrated Student Supports

(A) **Integrated student supports** at a community school that provide <u>**in- and out-of-school support**</u> for students, <u>**address well-being**</u>, and a<u>**ddress out-of-school barriers**</u> 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:

- (i) Medical, dental, vision care, and mental and behavioral health services, including mental health literacy for students and staff; and
- (ii) Individuals to assist with housing, transportation, nutrition, citizenship preparation, or criminal justice issues and other services.

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Expanded and Enriched Learning Time and Opportunities

(B) **Expanded and enriched learning time and opportunities**, through evidence-based strategies, 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—

- (i) May emphasize real-world project-based learning in which students can apply their learning to contexts that are relevant and engaging; and
- (ii) 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

(C) **Active family and community engagement** that—

- (i) Brings parents and families of students at the community school and in the community into the school as partners in students' education, including meaningfully involving parents and families in the community school's decision-making processes;

- (ii) Makes the community school a hub for services, activities, and programs, for students, families, and members of the neighborhood that the community school serves;

Active Family and Community Engagement
(continued)

- (iii) Provides adults with desired educational opportunities; and

- (iv) 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.

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Collaborative Leadership and Practices

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

- (i) Shall, at a minimum, include a school-based leadership team, a community school coordinator, and a community-wide leadership team; and
- (ii) 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.

Proposed Selection Criteria

- Project Design
- Diversity of Perspectives
- Staffing – Full-time Coordinator
- Consortium
- History of Effectiveness

Proposed Select Criteria: Project Design

(a) The extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature, and includes a high-quality plan for project implementation integrating the four pillars of full-service community schools and the use of appropriate evaluation methods to ensure successful achievement of project objectives.

Proposed Select Criteria: Diversity of Perspectives

(b) The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project, including those of families, educators and staff, beneficiaries of services, school leadership, and community leadership.

Proposed Select Criteria: Full-Time CSC

(c) The extent to which the grantee has plans for a full-time coordinator at each school, includes a plan to sustain the position beyond the grant period, and a description of how this position will serve to integrate, coordinate, and deliver pipeline services at each school.

Proposed Select Criteria: Consortium

(d) The extent to which the grantee has a consortium broadly representative of community stakeholders and needs.

- *Broadly representative consortium* means stakeholders representing broad groups of people working together for the best interest of children; such stakeholders may include, but are not limited to schools, nonprofits, government, philanthropy, and the business community.

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Proposed Select Criteria: History of Effectiveness

(e) The extent to which the applicant demonstrates a history of effectiveness.

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 organizations grants, policies, and programs for students from high need schools (as defined in ESEA section 2221).

Series Timeline

- **July 14:** Project Design and Partnerships
- **July 21:** Continuous Improvement
  - *This session is being co-led by the Department of Education, IEL and NCCS*
  - *There will be a different registration and webinar format*
- **July 28:** Evaluation
- **August 4:** Budgeting

Additional Resources

- Coalition for Community Schools: https://www.communityschools.org/department-of-education-proposed-priorities-for-full-service-community-schools-grant-program/
- Learning Policy Institute: https://learningpolicyinstitute.org/product/community-schools-equitable-improvement-brief
- Department of Education/FSCS: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/
- Promise Neighborhoods Application due September 27: https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/promise-neighborhoods-pn/

Feedback Survey

Feedback/Future Questions

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