

A decorative graphic consisting of several thick, curved lines in red, orange, yellow, teal, and purple, arranged in a circular pattern around the main title.

Ready, Set, Apply!

FSCS Webinar Series

Topic: Grant Overview
June 20, 2023

Coalition Vision

**Communities where everyone
belongs, works together and
thrives.**

We see Community Schools as the vehicle for
creating these communities.

Community Schools are a Movement



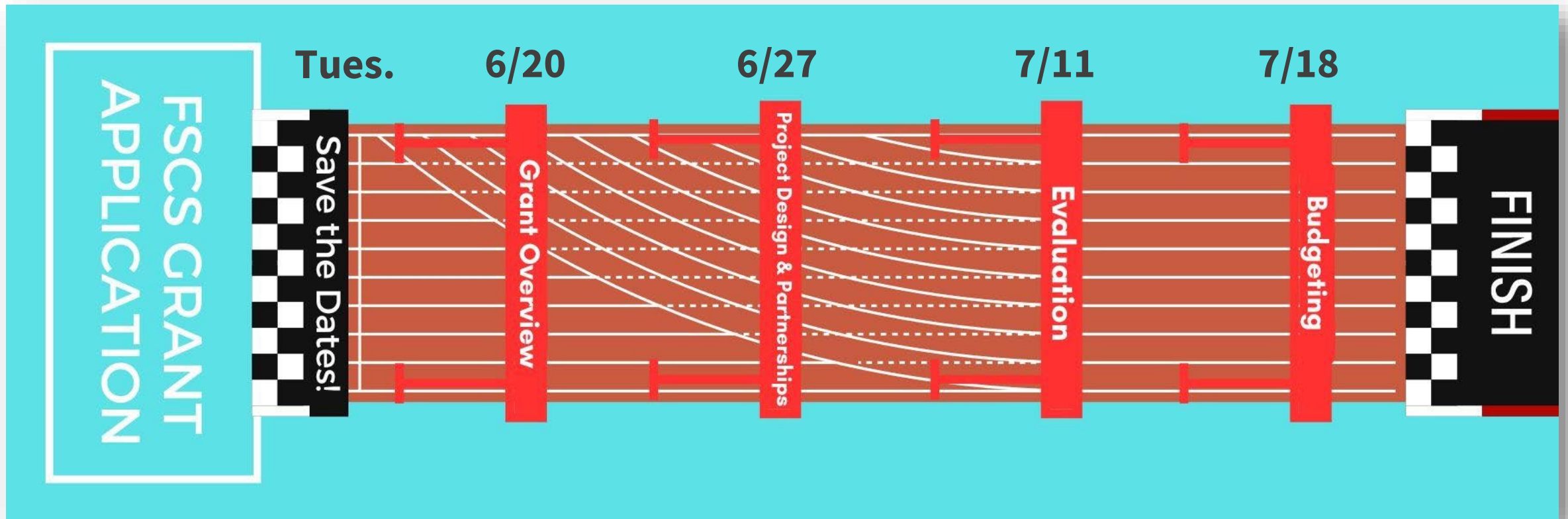
Today's Goal

- Like last year, our Webinar Series: “Ready, Set, Apply,” is designed to **prepare and support you with applying for the grant.**
- **Today's goal is to provide a brief overview** of the recently released Notice Inviting Applications for the FSCS Grant.
- Future webinars will **focus on specific areas of the grant and include discussion with previous grants recipients.** Future topics of discussion will include project design and partnerships, evaluation, and budgeting.

Webinars

Tuesdays
2pm (est)

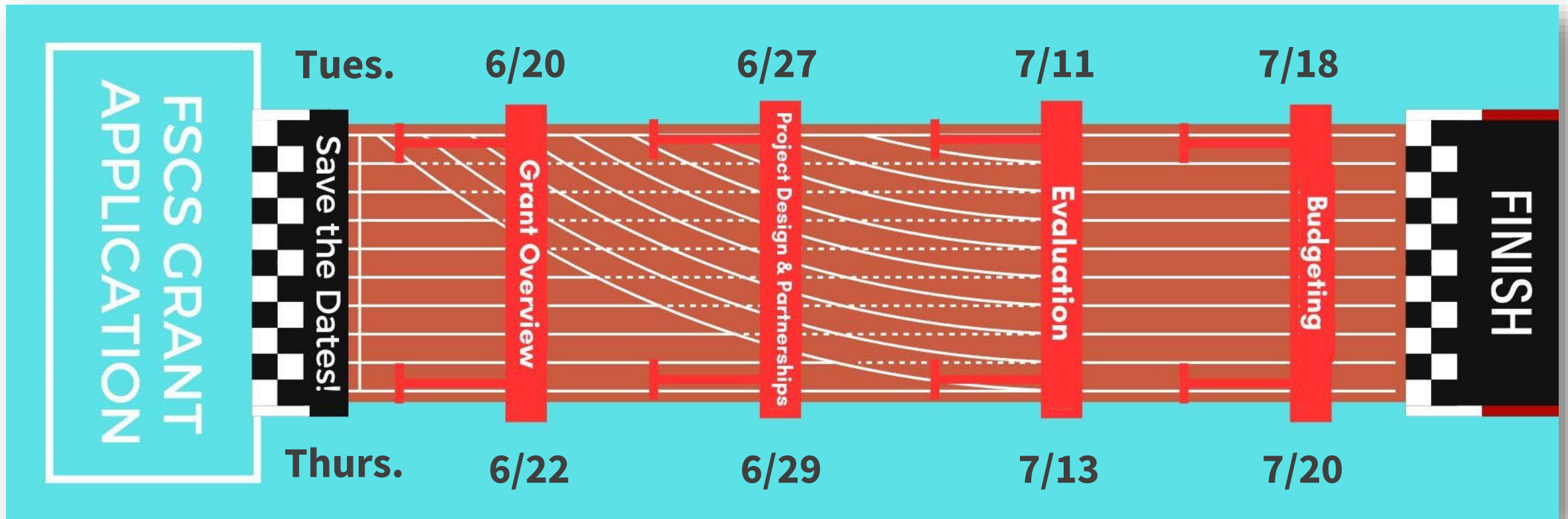
- **June 20:** Grant Overview
- **June 27:** Project Design and Partnerships
- **July 11:** Evaluation
- **July 18:** Budgeting



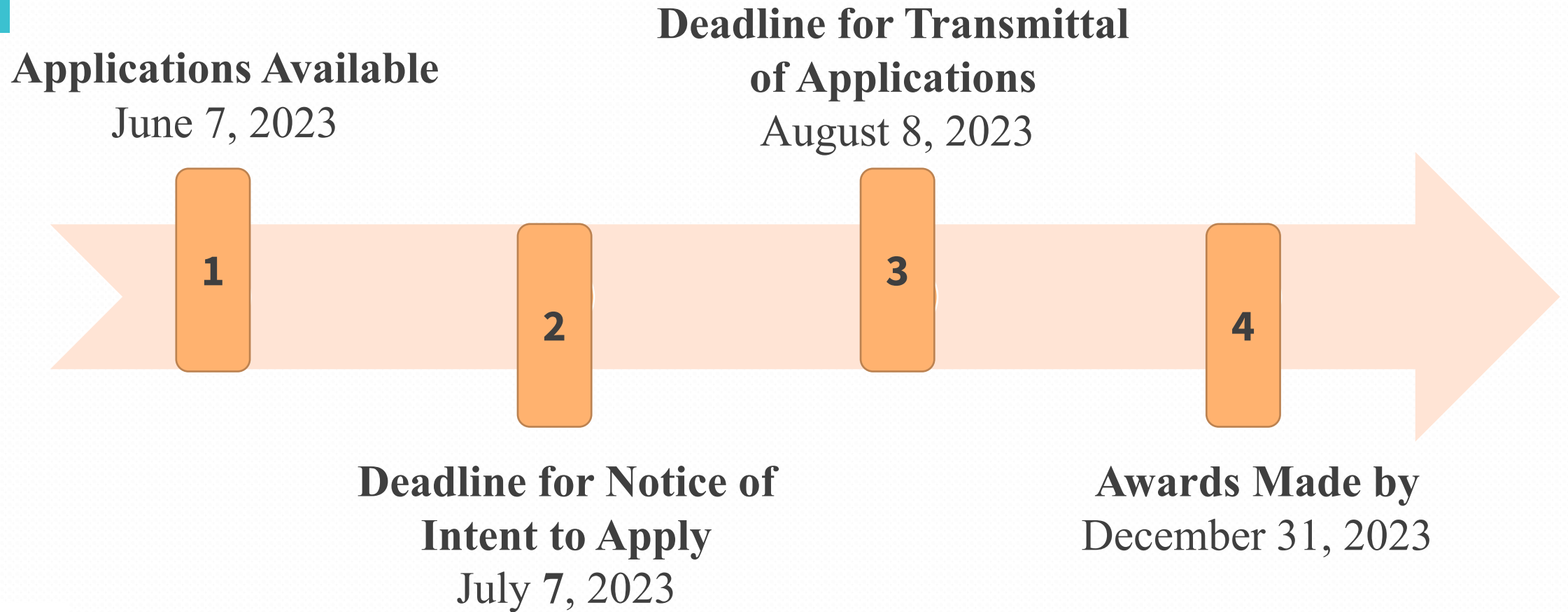
Hurdle Discussions

Thursdays
2pm (est)

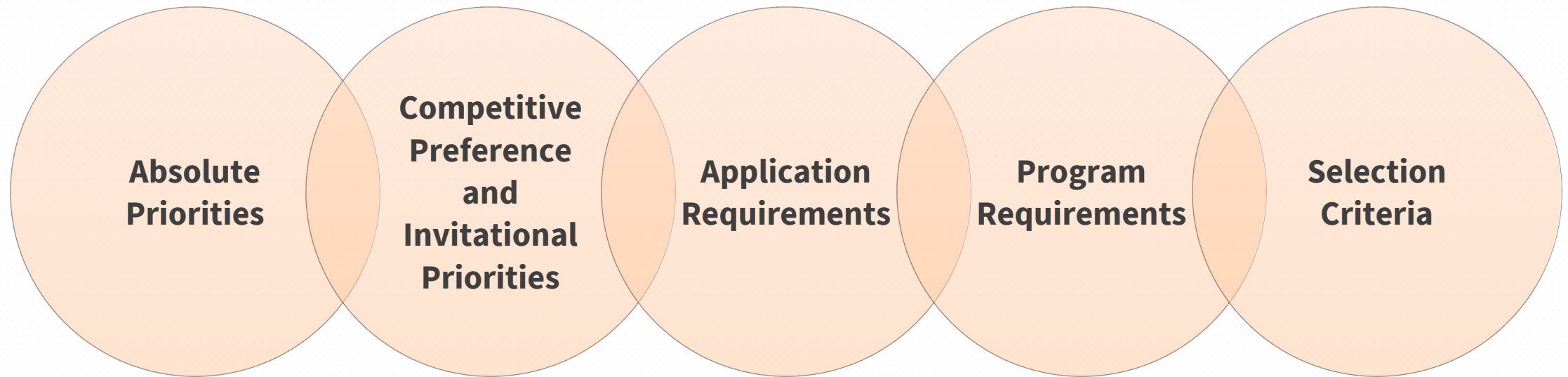
- **June 22:** General Overview
- **June 29:** Project Design and Partnerships
- **July 13:** Evaluation
- **July 20:** Budgeting



FSCS: Notice Released!



Objectives for Today: Grant Overview



Defining Community Schools

- 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
 - (b) provides **access to such services in school** to students, families, and the community, such as access during the school year (including before- and afterschool hours and weekends), as well as during the summer.

Eligibility

- Eligible applicants under this competition are a consortium of:
 - one or more local educational agencies (LEAs); or the Bureau of Indian Education (BIE); and
 - one or more community-based organizations, non-profit organizations, or other public or private entities.

FSCS: Absolute Priorities Summary

- **Absolute Priority 1:** Title 1A Schoolwide Program Eligibility
- **Absolute Priority 2:** Title 1A Schoolwide Program Eligibility and Rural Districts – Small and Rural or Rural and Low-Income
- **Absolute Priority 3:** Capacity Building and Development
- **Absolute Priority 4:** Multi-Local Education Agency
- **Absolute Priority 5:** FSCS State Scaling

Absolute Priority Combinations		
1	Absolute Priority 1: Title 1A Schoolwide Program Eligibility	Absolute Priority 3: Capacity Building and Development
2	Absolute Priority 1: Title 1A Schoolwide Program Eligibility	Absolute Priority 4: Multi-Local Education Agency
3	Absolute Priority 1: Title 1A Schoolwide Program Eligibility	Absolute Priority 5: FSCS State Scaling
4	Absolute Priority 2: Title 1A Schoolwide Program Eligibility and Rural Districts – Small and Rural or Rural and Low-Income	Absolute Priority 3: Capacity Building and Development
5	Absolute Priority 2: Title 1A Schoolwide Program Eligibility and Rural Districts – Small and Rural or Rural and Low-Income	Absolute Priority 4: Multi-Local Education Agency
6	Absolute Priority 2: Title 1A Schoolwide Program Eligibility and Rural Districts – Small and Rural or Rural and Low-Income	Absolute Priority 5: FSCS State Scaling

FY23 Funding

- 2010-2017: \$10M
- 2018-2019: \$17.5M
- 2020: \$25M
- 2021: \$30M
- 2022: \$75M (\$68M for new awards)
- 2023: \$150M
 - Funding available for new awards: \$73.8M
 - Estimated # of applications across Aps: 300
 - Estimated # of awards: 45

Absolute Priority 3: Capacity Building and Development Grants

To meet this priority, applicants must propose projects to

- (a) conduct initial development and coordination activities, including extensive community engagement, that leverage the findings of their needs assessment—which may be completed during or before the grant period—to develop the infrastructure, activities, and partnerships to implement full-service community schools in **two or more schools**, and
- (b) gather data on performance indicators.
- **Maximum Award:** \$2.5M/Five years
- **Eligibility:** One or more LEAs or BIE, plus one or more CBO or other public or private entity

Absolute Priority 4: Multi-LEA Grants

To meet this priority, applicants must propose projects to

- Implement and sustain full-service community schools in **two or more LEAs**.
- The project must, with the exception of LEAs that oversee a single school, coordinate and provide services at **two or more full-service community schools in each LEA**.
- **Maximum Award:** \$15M/Five years
- **Eligibility:** One or more LEAs or BIE, plus one or more CBO or other public or private entity; Must include at least two LEAs

Absolute Priority 5: FSCS State Scaling Grants

Applications submitted under Priority 5 must

- include a **written commitment of the SEA** to participate in the partnership and to sustain the program beyond 2 years after the term of the grant, which can be submitted in the required preliminary memorandum of understanding (MOU) that includes the roles and responsibilities of the SEA and other partners identified at the time of the application.
- The applicant, **in partnership with the SEA, determines the number and percentage of State LEAs**, and the number and percentage of schools across those LEAs, that will develop, support, and expand full-service community schools over the 5-year grant performance period.

Absolute Priority 5: State Steering Committee

Applications under Priority 5 must also identify or establish a **State steering committee** (which may be a previously existing body) that represents relevant community schools' stakeholders, including educators and other school staff, community school initiative leaders, education union or association designees, family leaders participating in community school programs, community partners such as service providers, early childhood education providers such as Head Start, and community school coordinators from schools already implementing full-service community schools in the State.

Absolute Priority 5: State Steering Committee

- **Maximum Award:** \$50M/Five years
- **Eligibility:** One or more LEAs or BIE, plus one or more CBO or other public or private entity; Commitment from SEA; State Steering Committee

FSCS: Competitive Priorities Summary

Competitive Preference Priority 1 (up to 5 points)

- Meeting Student Social, Emotional, and Academic Needs

Competitive Preference Priority 2 (up to 5 points)

- Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change

FSCS: Invitational Priority

Invitational Priority (no additional points)

- 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).

Questions?



Application Requirements

1. **Description of eligible entity**
2. **Preliminary MOU**
3. **Capacity of eligible entity**
4. **Comprehensive plan** (future webinars will cover)
 - *Note: Needs assessment required prior to application for AP 4 and AP 5*
5. **Participate in national evaluation**
6. **Focus on schools eligible for schoolwide program**

Comprehensive Plan: Pipeline services

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.



Comprehensive Plan: Pipeline services

- (a) High-quality early childhood education programs.
- (b) High-quality school and out-of-school-time programs and strategies.
- (c) 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.
- (d) Family and community engagement and supports, which may include engaging or supporting families at school or at home.
- (e) Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling.
- (f) Community-based support 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.
- (g) Social, health, nutrition, and mental health services and supports.
- (h) Juvenile crime prevention and rehabilitation programs.

Comprehensive Plan: Four Pillars



Comprehensive Plan: Pipeline services + Pillars

Pillars and Pipeline Services Together

Integrated Student Supports

- Social, health, nutrition, and mental health services and supports (i.e., stakeholder services)
- Juvenile crime prevention and rehabilitation programs (i.e., restorative practices)

Expanded and Enriched Learning Time and Opportunities










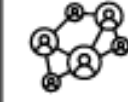




- Early childhood education programs
- Out-of-school-time programs
- Support for a child's education transitions (e.g., elementary to middle, middle to high school)
- Activities that support postsecondary and workforce readiness

Active Family and Community Engagement

- Family and community engagement
- Community-based support for students

Collaborative Leadership and Practices

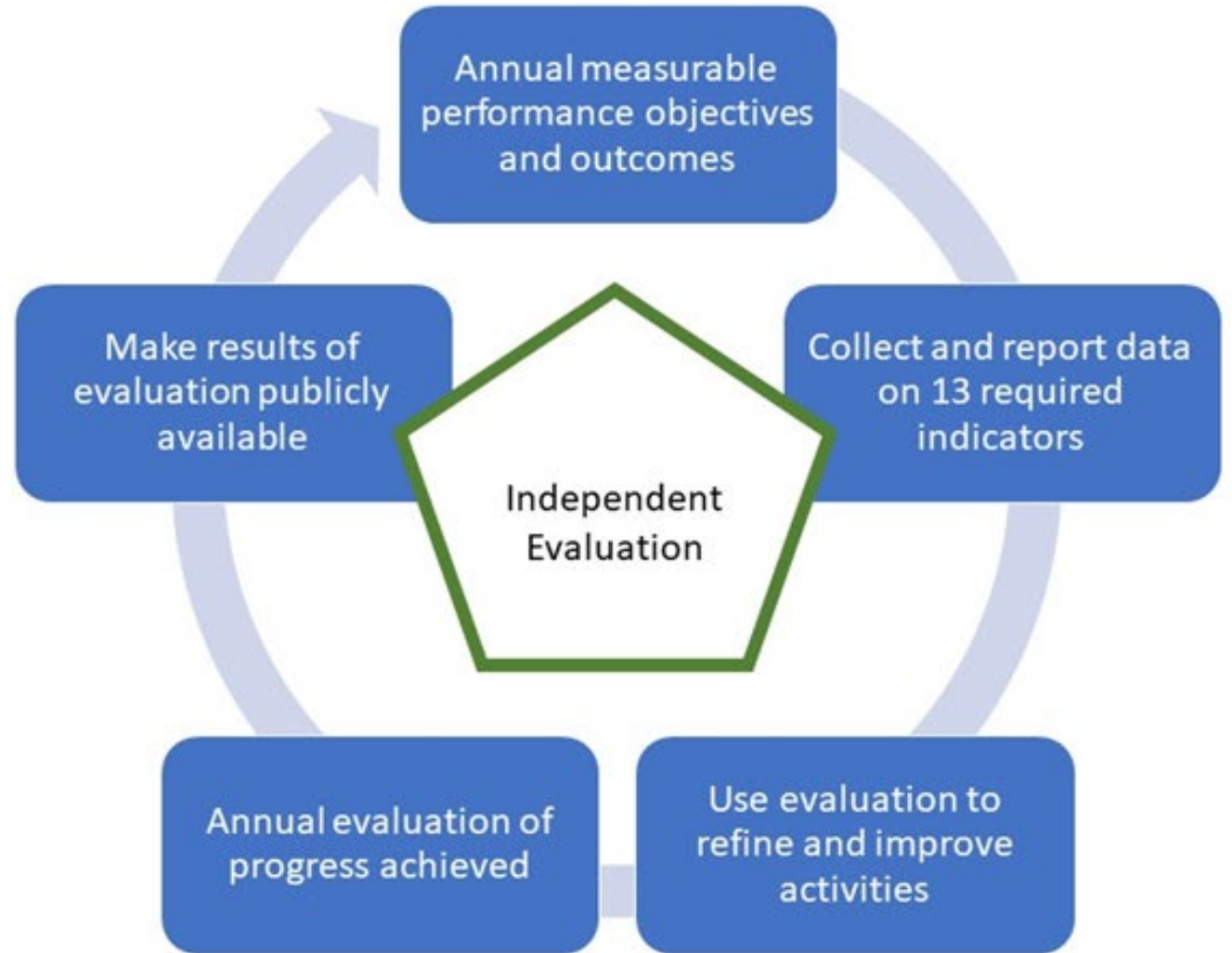
Comprehensive Plan: Evaluation

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

Comprehensive Plan: Evaluation

FSCS Measures, Indicators, and Evaluation

FSCS program measure: Increase in the # and % of families and students targeted for services each year (in order to ensure children are prepared for kindergarten; achieving academically; and safe, healthy, and supported by engaged parents).



Program Requirements

1. Matching funds

2. Use of funds

1. Up to 10% of total amount for planning

3. Evaluation

4. Participate in national evaluation

5. Final MOU

Selection Criteria (Maximum score = 110)

Criteria	AP 3	AP 4	AP 5
Need for the project	10	10	5
Quality of Project Design	25	25	25
Quality of Project Services	15	15	15
Adequacy of Resources	10	10	10
Quality of Management Plan	25	25	20
Quality of Project Evaluation	15	15	15
Strategy to Scale	0	0	10
<i>Competitive Priority 1</i>	5	5	5
<i>Competitive Priority 2</i>	5	5	5
Total Possible	110	110	110

Summary

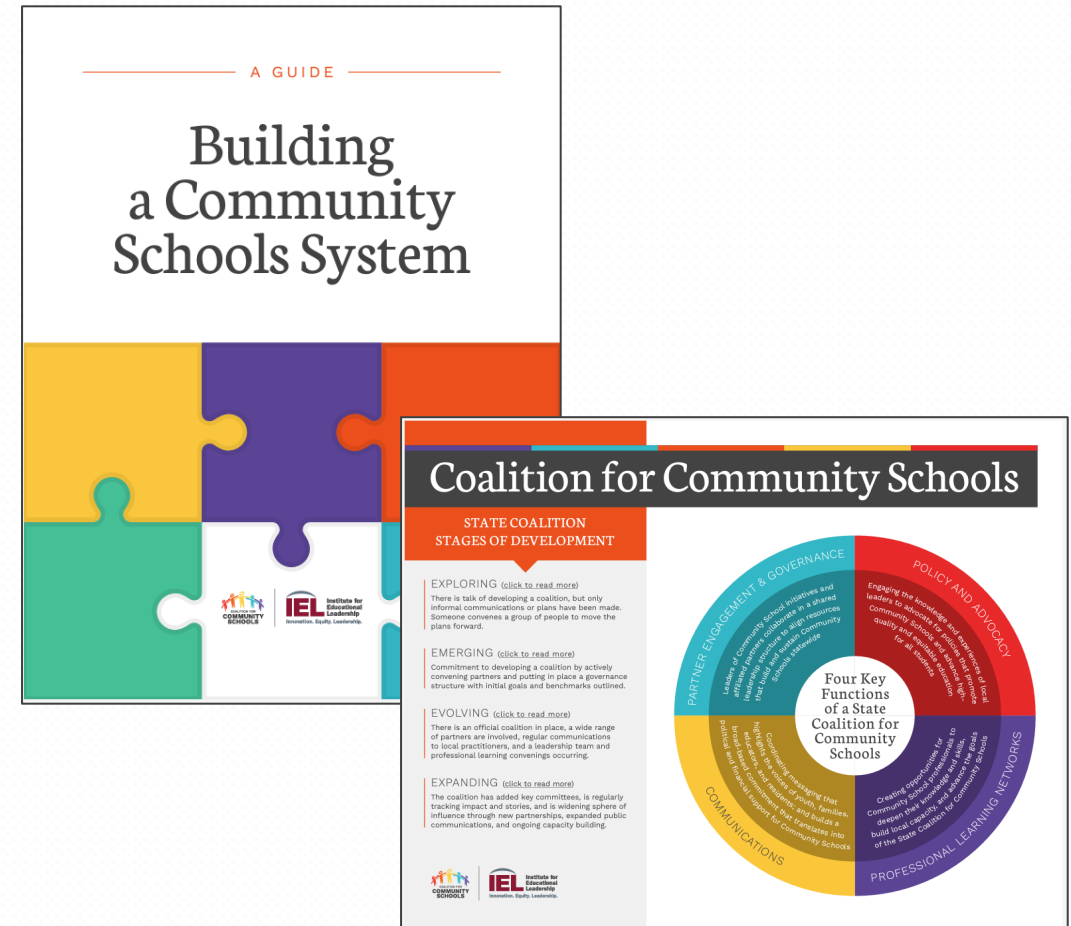
	AP 3	AP 4	AP 5
Max Award	\$2.5M/5 years	\$15M/5 years	\$50M/5 years
Applicant/Eligible Entity	One or more LEAs or BIE, plus one or more CBO or other public or private entity	Same as AP 3 + at least two LEAs	Same as AP 3 +partnership with SEA, which determines # and % of LEAs
Minimum # of Schools, LEAs	2	2 per LEA, with exception of LEAs with only one school	TBD, minimum of 2 per LEA, with exception of LEAs with only one school

Questions?



Additional Resources & Next Steps

- Department of Education's FSCS Webpage and Email: FSCS@ed.gov
- Coalition for Community Schools FSCS Webpage: www.CommunitySchools.org
- Next Sessions:
 - June 22: "Hurdle" Discussion
 - June 27: Project Design and Partnerships Webinar



Thank you! Feedback/Contact

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FSCS Webinar Feedback: June 20, 2023



[Survey Link](#)