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
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

![Diagram showing dates and topics]
Today’s Goals

- Discuss the power of collaboration
- Provide an overview of requirements for project evaluation
- Engage current FSCS grant recipients about lessons learned
FSCS: Notice Released!

Applications Available
June 7, 2023

Deadline for Notice of Intent to Apply
July 7, 2023

Deadline for Transmittal of Applications
August 8, 2023

Awards Made by
December 31, 2023
<table>
<thead>
<tr>
<th></th>
<th>Absolute Priority 1: Title 1A Schoolwide Program Eligibility</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Absolute Priority 3</strong>: Capacity Building and Development</td>
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<tr>
<td>2</td>
<td><strong>Absolute Priority 4</strong>: Multi-Local Education Agency</td>
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<td>3</td>
<td><strong>Absolute Priority 5</strong>: FSCS State Scaling</td>
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<td>4</td>
<td><strong>Absolute Priority 2</strong>: Title 1A Schoolwide Program Eligibility and Rural Districts – Small and Rural or Rural and Low-Income</td>
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<td><strong>Absolute Priority 5</strong>: FSCS State Scaling</td>
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</table>
Quality of Project Evaluation (15 points)

The Secretary considers the quality of the evaluation to be conducted of the proposed project. In determining the quality of the evaluation, the Secretary considers the following factors—

• (A) The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project. (34 CFR 75.210) (5 points)

• (B) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes. (34 CFR 75.210) (5 points)

• (C) The extent to which the methods of evaluation will provide valid and reliable performance data on relevant outcomes. (34 CFR 75.210) (5 points)
## Comprehensive Plan: Evaluation

<table>
<thead>
<tr>
<th>Required Indicators</th>
<th>Description</th>
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<tbody>
<tr>
<td>Provision of services to students, families, and community members</td>
<td>provision of integrated student supports and stakeholder services</td>
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<tr>
<td>student chronic absenteeism rates</td>
<td>expanded and enriched learning time and opportunities</td>
</tr>
<tr>
<td>student discipline rates, including suspensions and expulsions</td>
<td>family and community engagement efforts and impact</td>
</tr>
<tr>
<td>school climate information, which may come from student, parent, or teacher surveys</td>
<td>collaborative leadership and practice strategies, which may include building the capacity of educators, principals, and other school leaders</td>
</tr>
<tr>
<td>information on the number, qualifications, and retention of school staff, including the number of fully certified teachers, disaggregated by race and ethnicity, rates of teacher turnover, and teacher experience</td>
<td>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</td>
</tr>
<tr>
<td>changes in school spending information</td>
<td>organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment</td>
</tr>
<tr>
<td>graduation rates</td>
<td>regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement</td>
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</tbody>
</table>
Application Requirements: Independent Eval

(A) Conduct an **annual evaluation of the progress achieved** with the grant toward the purpose described in section 4621(2) of the ESEA; (ESEA section 4625(g)(1) and 2022 FSCS NFP)

(B) Use the evaluation to **refine and improve** activities carried out through the grant and annual measurable performance objectives and outcomes under section 4625(a)(4)(C); (4625(g)(2) and 2022 FSCS NFP) and

(C) Make the results of the evaluation **publicly available**, including by providing public notice of such availability. (ESEA section 4625(g)(3) and 2022 FSCS NFP)
Application Requirements: National Eval

An assurance that the eligible entity and its partner entities will participate in a national evaluation assessing the implementation of the FSCS program...
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).
Panelists

- DeVonté Payton, Deputy Director of Strategy and Impact, Seeding Success, (Memphis, TN)
- Autumn Berg, Senior Manager, Community Schools Initiative, Chicago Public Schools
- Lindsay Wilwol, Special Projects Coordinator, ABC Community School Partnership (Albuquerque, New Mexico)
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:
  • July 13: “Hurdle” Discussion
  • July 18: Budget Webinar
  • July 20: "Hurdle" Discussion
Thank you!
Feedback/Contact

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Dr. Donnie Hale, Southern Region Deputy Director
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Dr. Ryan Hurley, Midwest Region Deputy Director
hurleyr@iel.org

Christa Rowland, Western Region Deputy Director
rowlandc@iel.org
Integrating Four 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
Logic Model

Inputs
- FSCS Grantees, Schools, and Partners
- Key FSCS personnel
- Schools and partners
- Taking stock and planning
- Funding

Activities
- Pipeline Services & Strategies
  - Recruiting, maintaining, or expanding key personnel
  - Creating and maintaining a supportive infrastructure
  - Creating and refining clear and detailed budgets

Indicators and Impact Areas & Short/Medium-term Impacts
- Service provision increases
- Regularly assessing program quality and progress
- Changes in school spending

Outcomes
- Long Term Impacts
  - All students flourish in thriving school communities
  - Graduation rates
  - Sustainable resources
  - Positive school climates
  - Student, teacher, family, and community engagement
  - Positive school discipline
  - Academic growth and achievement
  - College and career readiness
  - Locally developed and tracked outcomes

Four Pillars of Community Schools and Connected Pipeline Services
- Pillar 1: Integrated Student supports
  - Student services, restorative practices
- Pillar 2: Expanded and enriched learning time & opportunities
  - Early childhood and out-of-school-time programs, education transition supports, postsecondary readiness activities
- Pillar 3: Active family and community engagement
  - Family outreach, community-based supports
- Pillar 4: Collaborative leadership and practices
  - Organizing school personnel, inclusive decision-making strategies

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### Selection Criteria (Maximum score = 110)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>AP 3</th>
<th>AP 4</th>
<th>AP 5</th>
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<tbody>
<tr>
<td>Need for the project</td>
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<td>5</td>
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<tr>
<td>Quality of Project Design</td>
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<td>25</td>
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<tr>
<td>Quality of Project Services</td>
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<tr>
<td>Adequacy of Resources</td>
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<tr>
<td>Quality of Management Plan</td>
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<td>Quality of Project Evaluation</td>
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<td>Strategy to Scale</td>
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<td>Competitive Priority 2</td>
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<td><strong>Total Possible</strong></td>
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<td><strong>110</strong></td>
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