

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

Ready, Set, Apply!

FSCS Webinar Series

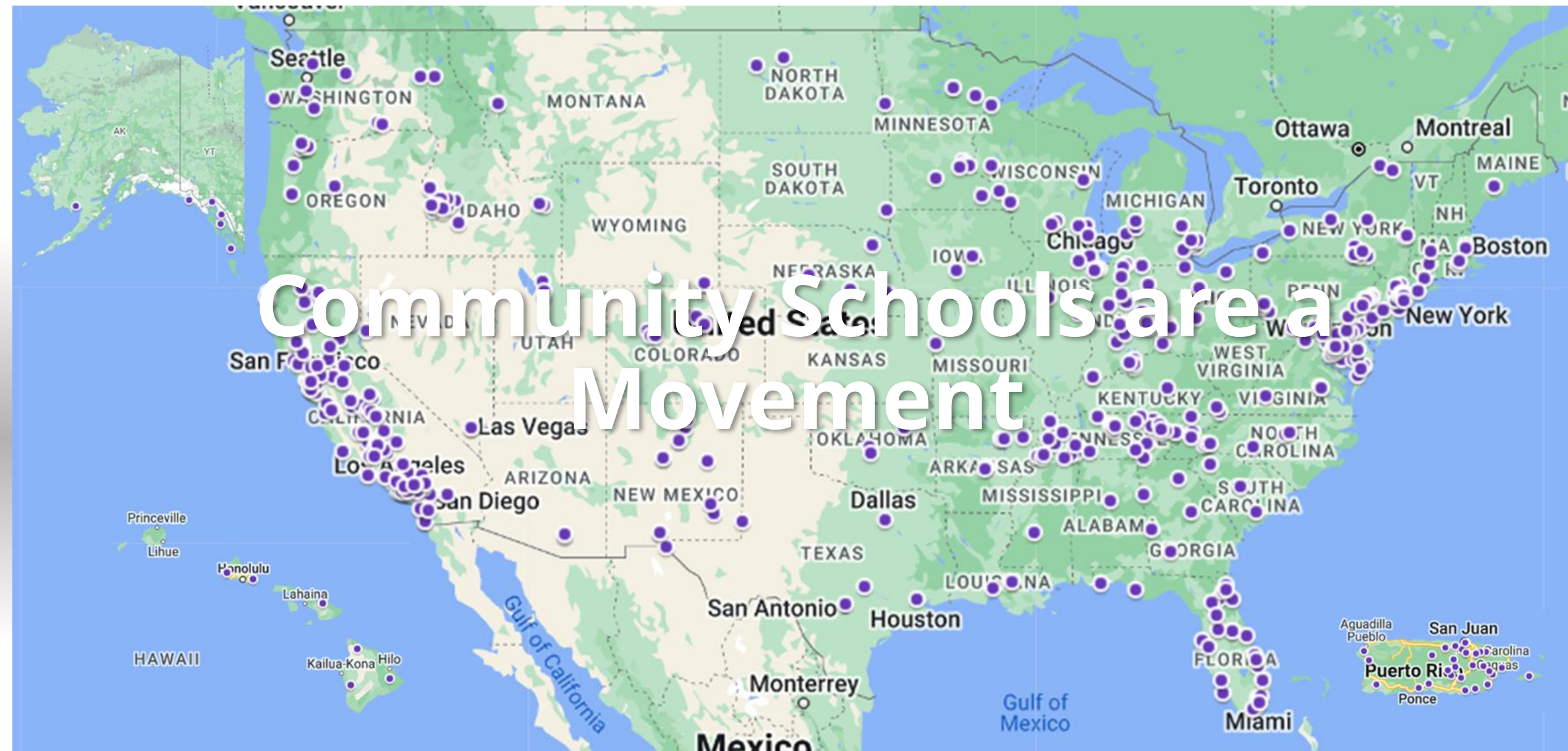
Topic: Evaluation
July 11, 2023

Coalition Vision

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

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

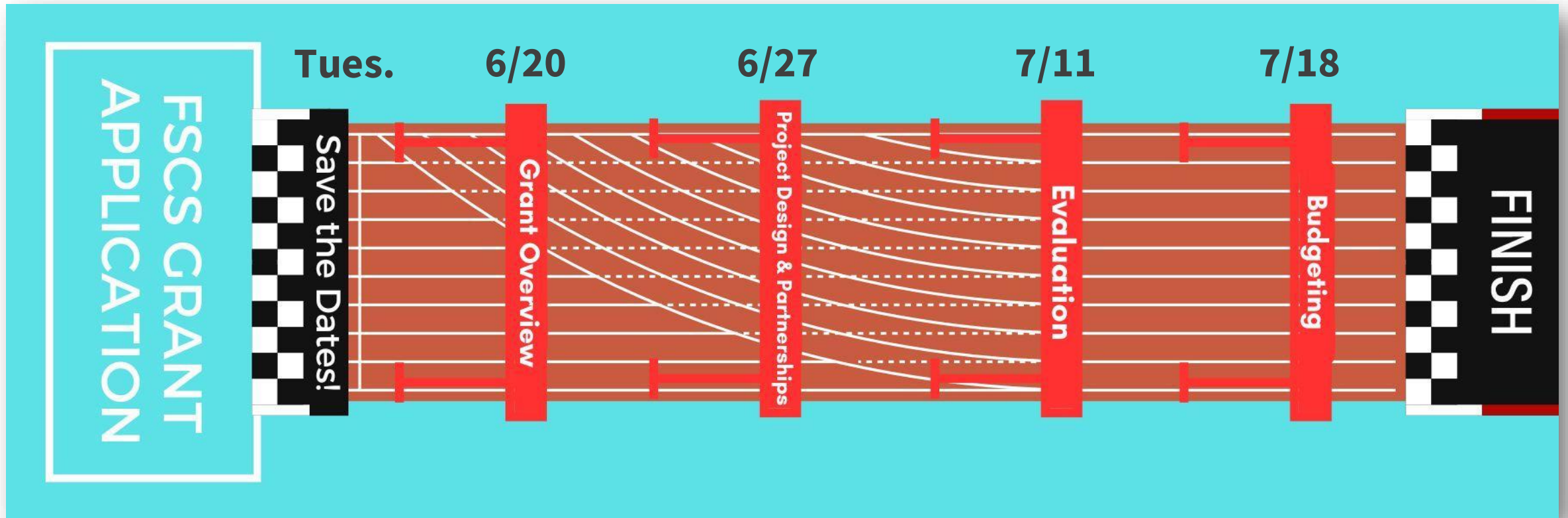
Community Schools are a Movement



Webinars

Tuesdays
2pm (est)

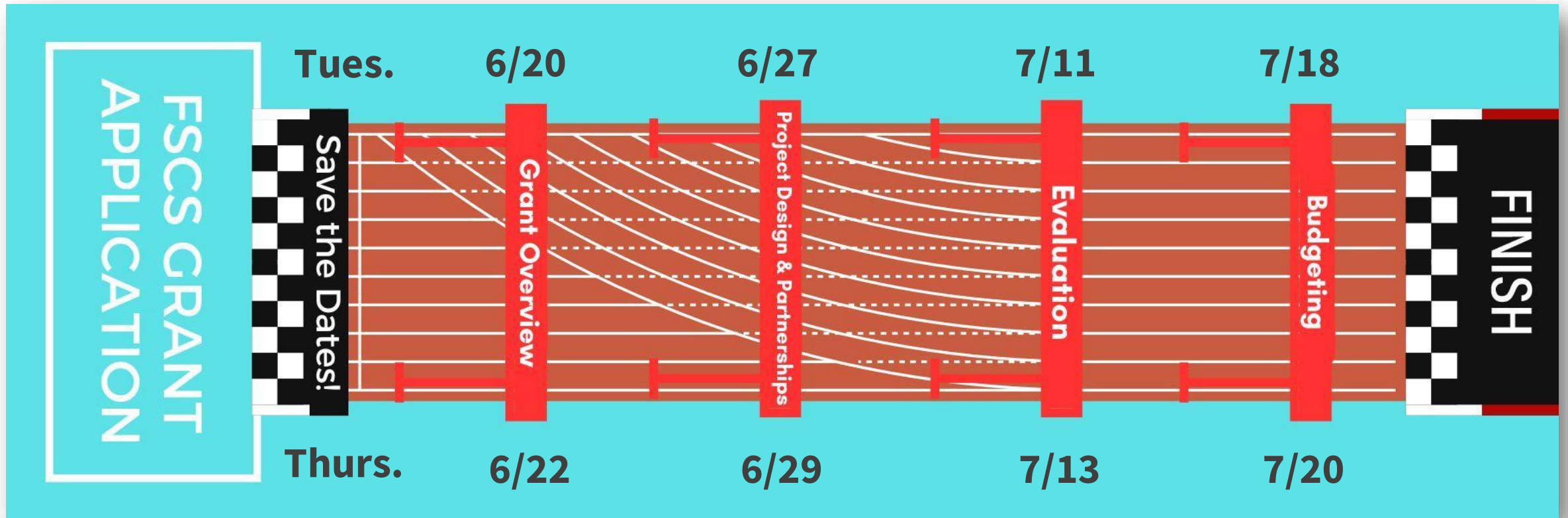
- ~~June 20:~~ Grant Overview
- ~~June 27:~~ Project Design and Partnerships
- **July 11:** Evaluation
- **July 18:** Budgeting



Hurdle Discussions

Thursdays
2pm (est)

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



Today's Goals



DISCUSS THE POWER OF
COLLABORATION

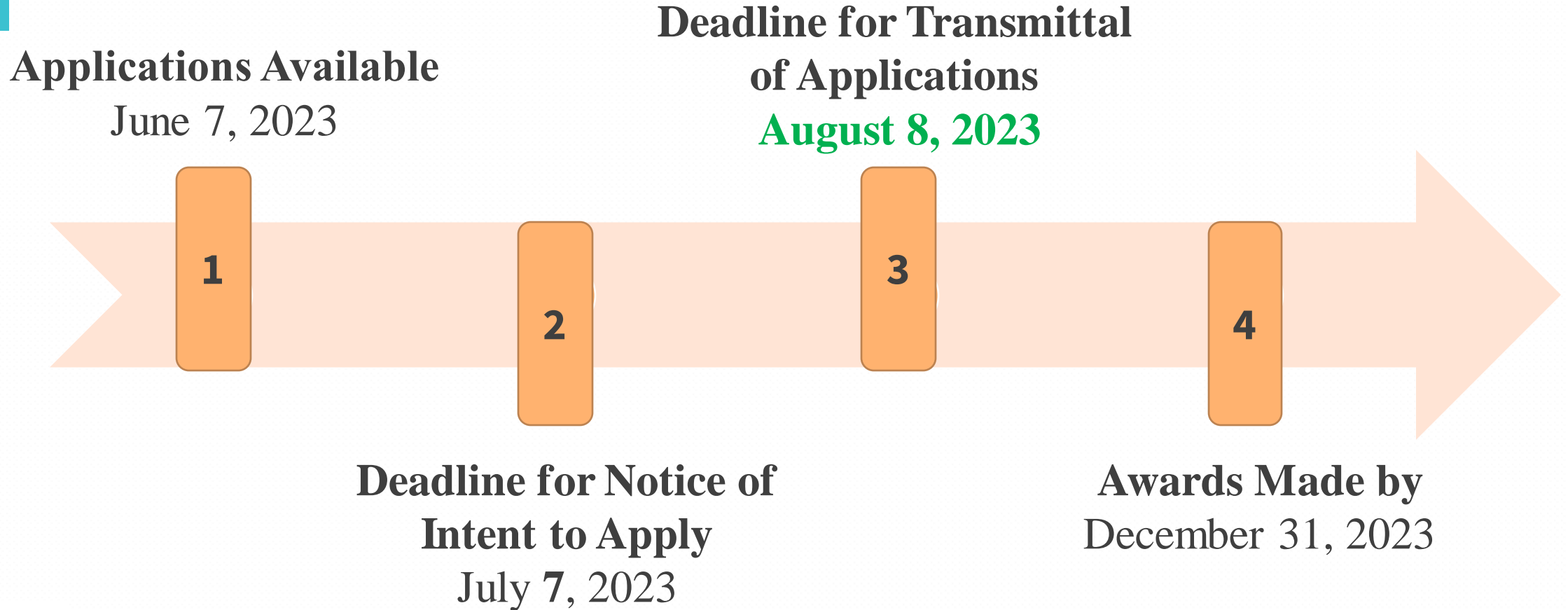


PROVIDE AN OVERVIEW OF
REQUIREMENTS FOR PROJECT
EVALUATION



ENGAGE CURRENT FSCS GRANT
RECIPIENTS ABOUT LESSONS
LEARNED

FSCS: Notice Released!












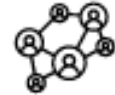




Absolute Priority Combinations		
1	Absolute Priority 1: Title 1A Schoolwide Program Eligibility	Absolute Priority 3: Capacity Building and Development
2	Absolute Priority 1: Title 1A Schoolwide Program Eligibility	Absolute Priority 4: Multi-Local Education Agency
3	Absolute Priority 1: Title 1A Schoolwide 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

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

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

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)

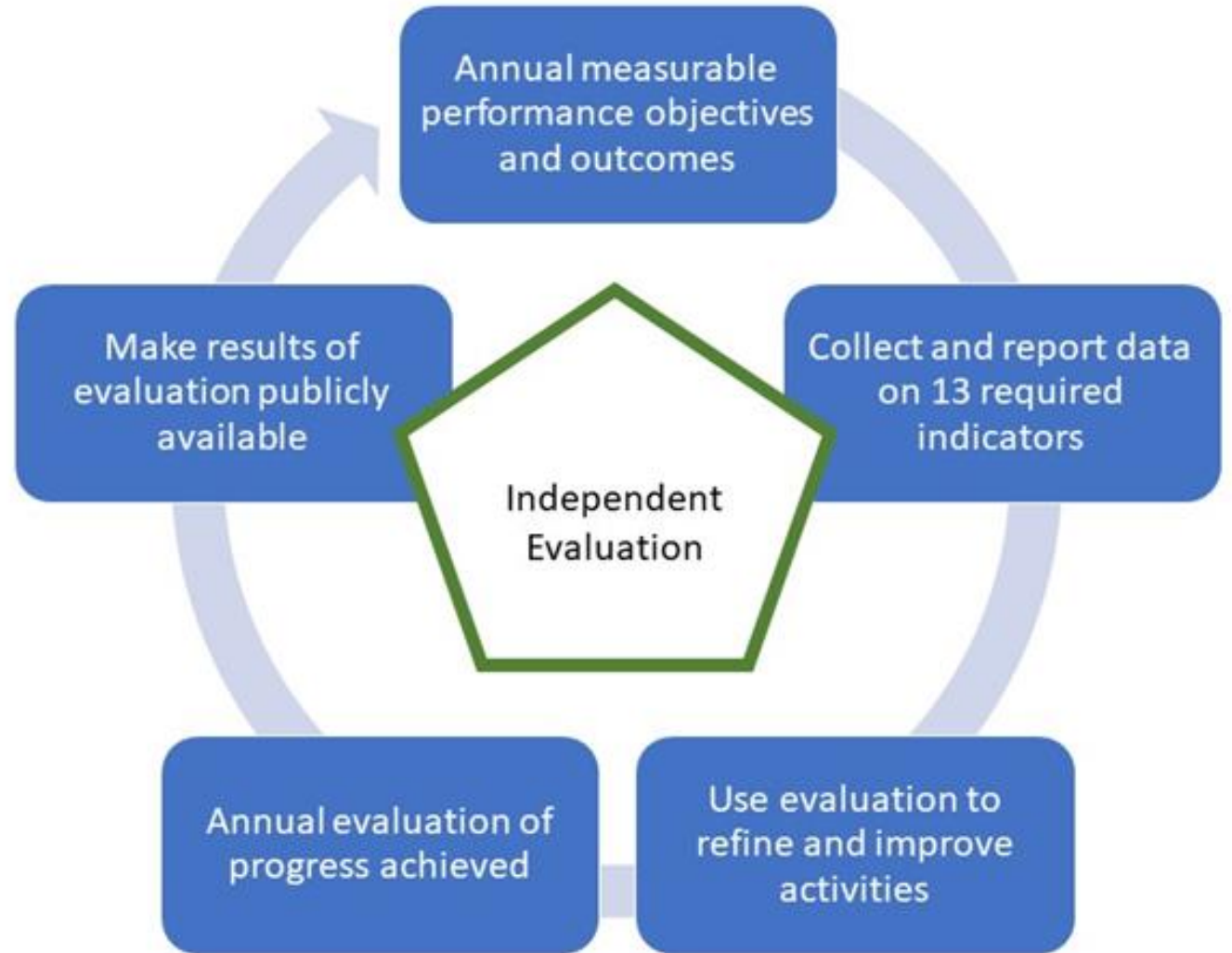
Application Requirements: National Eval

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)

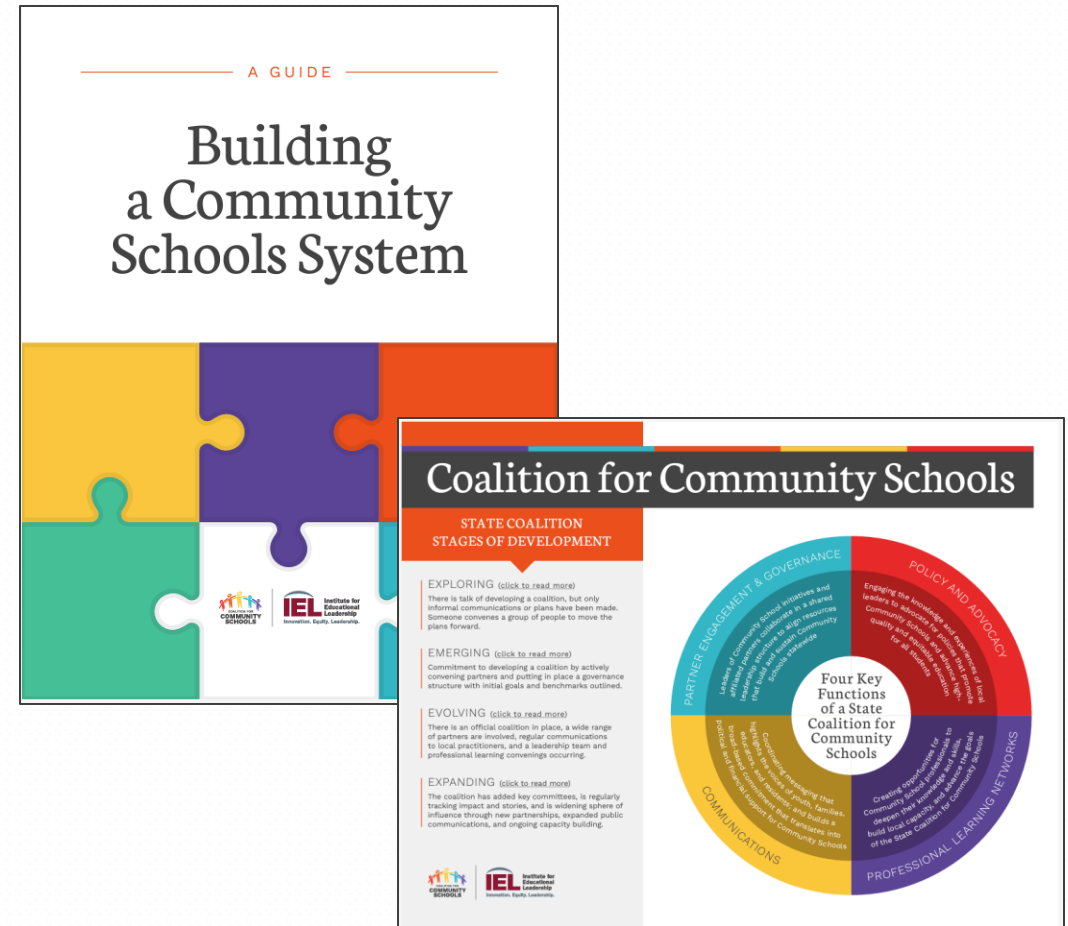


Questions?



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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Ready, Set, Apply! FSCS FY23 Webinar Feedback



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

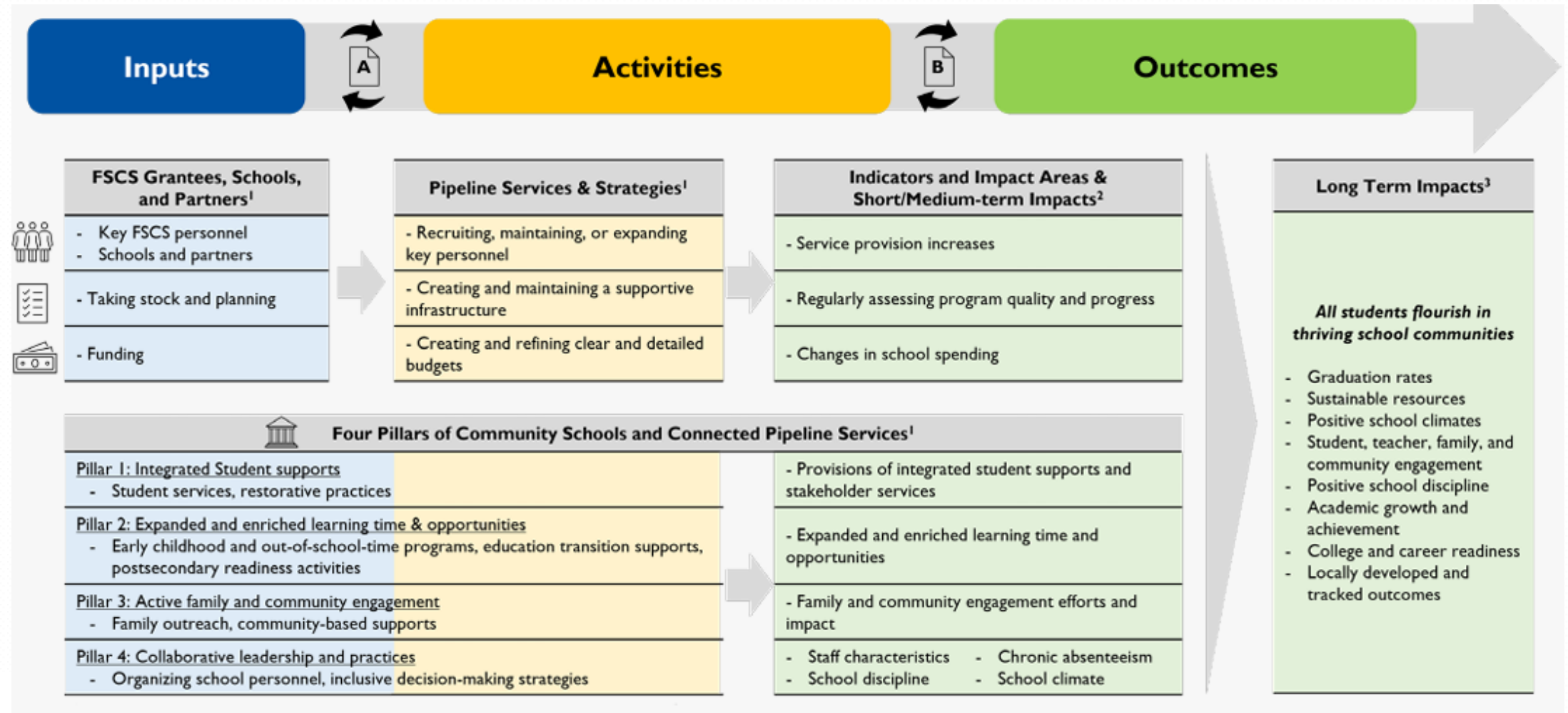
- Early childhood education programs
- Out-of-school-time programs
- Support for a child's education transitions (e.g., elementary to middle, middle to high school)
- Activities that support postsecondary and workforce readiness

Active Family and Community Engagement

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

Collaborative Leadership and Practices

Logic Model



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