

United States Department of Education
Office of Innovation and Improvement

Archived Information



**Full-Service Community
Schools**

Note: These slides are intended as guidance only. Please refer to the official documents published in the *Federal Register*.

Pre-Application Meeting

June 17, 2010



Agenda

- Program Purpose and Overview
- Eligible Applicants
- Award Information
- Cost Sharing or Matching
- Absolute Priority/Requirements
- Competitive Preference Priority
- Selection Criteria
- Objectives and Performance Measures
- Reporting Requirements
- Application Components
- Application Submission: e-Application
- Q & A



Purpose & Program Overview

Full-Service Community Schools (FSCS):

- Authorized under the Fund for Improvement of Education.
- Encourages coordination of academic, social, and health services through partnerships between:
 - (1) public elementary and secondary schools;
 - (2) the schools' local educational agencies (LEAs); and
 - (3) community-based organizations, non-profit organizations, and public or private entities.



Definition of FSCS

Public elementary or secondary school that works with its LEA and community-based organizations, nonprofit organizations, and other public or private entities to provide a coordinated and integrated set of comprehensive academic, social, and health services that respond to the needs of its students, students' family members, and community members.



Eligible Applicants

Applicant must be part of a consortium that consists of a local educational agency and one or more community-based organizations, non-profit organizations, or other public or private entities. (34 CFR 75.127-75.129)



Group Applications

§75.127 Eligible parties may apply as a group

- The term used to refer to the group may vary
- Commonly used terms include (but are not limited to):
 - Consortium
 - Joint Application
 - Cooperative Arrangement



Eligible Applicants

Group Applications

§75.128 Who acts as applicant; the group agreement.

- Members must designate one member of the group to apply for the grant *or* establish a separate, eligible legal entity to apply.
- The members of the group must enter into an agreement detailing the activities that each member of the group plans to perform *and* binds each member of the group to every statement and assurance made in the application.
- The agreement must be included in the application.



Eligible Applicants

Group Applications

§75.129 Legal responsibilities

- **The applicant** for the group is the grantee and is legally responsible for:
 - The use of all grant funds.
 - Ensuring that the project is carried out by the group in accordance with Federal requirements.
 - Ensuring that indirect cost funds are determined as required under Sec. 75.564(e).



Eligible Applicants

Group Applications

§75.129 Legal responsibilities

- **Each member of the group** is legally responsible to:
 - Carry out the activities it agrees to perform.
 - Use the funds that it receives under the agreement in accordance with Federal requirements that apply to the grant.



Eligible Applicants

Nonprofit Status (§75.51)

Any of the following document nonprofit status

- IRS recognition under section 501(c)(3) of the Internal Revenue Code;
- A statement from a State taxing body or the State attorney general certifying nonprofit operating status within the State;
- A certified copy of the applicant's certificate of incorporation or similar document if it clearly establishes the nonprofit status of the applicant;
- Any of the above if that item applies to a State or national parent organization, together with a statement by the State or parent organization that the applicant is a local nonprofit affiliate.



Award Information

- Estimated available funds: \$5,000,000
- Estimated award range: \$275,000 - \$500,000 per year
- Estimated number of awards: 8-12
- Project period: up to 5 years
- Maximum award: \$500,000 per year



Cost Sharing or Matching

A portion of the services provided by the applicant must be supported through non-Federal contributions, either in cash or in-kind donations. The applicant must propose the amount of cash or in-kind resources to be contributed for each year of the grant.

34 CRF 74.23 and 80.24.

Planning



Funds received during the first year of the project period may be devoted to comprehensive program planning, establishing results-focused partnerships, and capacity building. Funding received by grantees during the remainder of the project period must be devoted to program implementation.



Absolute Priority

- **Establish or expand one or more elementary or secondary full-service community schools.**
- **Scientifically-based research:** Proposed project based on scientifically-based research.
- **Services:** Each grant applicant must propose to provide at least three of the eligible services at each participating elementary or secondary school



Eligible Services

- High-quality early learning programs and services;
- Remedial education, aligned with academic supports and other enrichment activities, providing students with a comprehensive academic program;
- Family engagement, including parental involvement, parent leadership, family literacy, and parent education programs;



Eligible Services

- Mentoring and other youth development programs;
- Community service and service learning opportunities;
- Programs that provide assistance to students that have been chronically absent, truant, suspended or expelled;
- Job training and career counseling services;
- Nutrition services and physical activities;



Eligible Services

- Primary health and dental care;
- Activities that improve access to and use of social service programs and programs that promote family financial stability;
- Mental health services; and
- Adult education, including adult ESL.



Requirements

Applications **must** include:

- 1. A description of the needs of the students, students' family members, and community members to be served**, including information about
 - (a) the basic demographic characteristics of the students, students' family members, and community members;
 - (b) the magnitude or severity of the needs to be addressed by the project; and
 - (c) the extent to which specific gaps or weaknesses in services, infrastructures, or opportunities have been identified and will be addressed by the proposed project.

Requirements



Applications **must** include:

- 2. A list of entities that will partner with the applicant** to coordinate existing services or to provide additional services that promote successful student, family, and community results and outcomes. The applicant must describe how existing resources and services will be coordinated and integrated with new resources and services.

Requirements



Applications **must** include:

3. **A memorandum of understanding** between the applicant and all partner entities, describing the role each partner will assume, the services or resources each one will provide, and the desired results and outcomes.



Requirements

Applications **must** include:

4. A description of the organizational capacity of the applicant to provide and coordinate eligible services at a full-service community school that will support increased student achievement. The description must include:

- applicant's experience partnering with the target school(s) and other partner entities;
- examples of how the applicant has responded to challenges working with these schools and entities;



Applications **must** include:

4. A description of the organizational capacity (cont.):

- lessons learned from similar work or previous community-school efforts, and a description of the existing or proposed infrastructure to support the implementation and sustainability of the full-service community school.
- past experience (a) building relationships and community support to achieve results; and (b) collecting and using data for decision-making and continuous improvement.



Requirements

Applications **must** include:

- 5. A comprehensive plan based on results-focused partnerships that includes a description of well-aligned goals, services, activities, objectives, performance measures, and project results and outcomes.**
 - plan must also include the estimated total number of individuals to be served, disaggregated by the number of students, students' family members, and community members, and the type and frequency of services to be provided to each group.



Results-focused partnership means a partnership between a full-service community school and one or more nonprofit organizations (including community-based organizations) that is based on identified needs and organized around a set of mutually defined results and outcomes for increasing student success and improving access to family and community services.



Requirements

Applications **must** include

6. **A list and description of the eligible services to be provided or coordinated by the applicant and the partner entities**, including:
 - a description of the applicant's approach to integrating new and existing programs and services with the school's (or schools') core instructional program, and
 - identification of the intended results and outcomes.

Requirements



Applications **must** include

- 7. A description of how the applicant will use data to drive decision-making and measure success.** This includes a description of the applicant's plans to monitor and assess outcomes of the eligible services provided and coordinated by the FSCS project, as well as the number of individuals served, while complying with Federal, State, and other privacy laws and requirements.

Requirements



Applications **must** include

8. **A description of the roles and responsibilities of a full-time FSCS coordinator** and the proposed approach to ensuring that the FSCS coordinator engages in joint planning with the principal and key community stakeholders to guide the proposed full-service community school.



Competitive Preference Priority

Strategies that Support Turning Around Persistently Lowest-Achieving Schools (Up to 2 points)

We give competitive preference to applications that **propose to serve persistently lowest-achieving schools**, as defined in the Notice Inviting Applications, and are **currently implementing or plan to implement one of three school intervention models**, as defined in the Notice Inviting Applications, **to enable these schools to become full-service community schools.**



Competitive Preference Priority

Strategies that Support Turning Around Persistently Lowest-Achieving Schools (cont.)

Applicants seeking to receive this priority must describe

- the school intervention model that would be or is being implemented to improve academic outcomes for students;
- the academic, social, and/or health services that would be provided and why; and
- how the academic, social and/or health services provided would align with and support the school intervention model implemented.



Competitive Preference Priority

Persistently lowest-achieving school means, as determined by the State under the School Improvement Grants program (pursuant to the final requirements for the School Improvement Grants program, 74 FR 65618, published in the Federal Register on December 10, 2009)--

- (1) Any Title I school in improvement, corrective action, or restructuring that--
 - (i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years; and



Competitive Preference Priority

Persistently lowest-achieving school (cont.):

- (2) Any secondary school that is eligible for, but does not receive, Title I funds that--
 - (i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent over a number of years.



Competitive Preference Priority

School intervention model means one of the following three specific interventions described in the final requirements for the School Improvement Grants program, 74 FR 65618, published in the Federal Register on December 10, 2009 and summarized as follows:

Turnaround model, which includes, among other actions, replacing the principal and rehiring no more than 50 percent of the school's staff, adopting a new governance structure, and implementing an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with a State's academic standards.

Competitive Preference Priority



School intervention model (cont.):

Restart model, in which a local educational agency converts the school or closes and reopens it under the management of a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

Transformation model, which addresses four specific areas critical to transforming persistently lowest-achieving schools: (i) replace the principal and take steps to increase teacher and school effectiveness; (ii) institute comprehensive instructional reforms; (iii) increase learning time and create community-oriented schools; (iv) provide operational flexibility and sustained support.

Selection Criteria



- **Quality of the Project Design**
- **Adequacy of Resources**
- **Quality of Management Plan**
- **Quality of Project Services**
- **Quality of Project Evaluation**



Selection Criteria

Quality of the Project Design (Up to 25 points)

In determining the quality of the design of the proposed project, the Secretary considers the extent to which the proposed project consists of a **comprehensive plan** that includes a description of:

(A) The project objectives;

(B) The students, students' family members, and community to be served, including information about the demographic characteristics and needs of the students, students' family members, and other community members and the estimated number of individuals to be served; and



Selection Criteria

Quality of the Project Design (cont.)

(C) The eligible services (as listed in the Absolute Priority described elsewhere in this notice) to be provided or coordinated by the applicant and its partner entities, how those services will meet the needs of students, students' family members, and other community members, and the frequency with which those services will be provided to students, students' family members, and community members.



Selection Criteria

Adequacy of Resources (Up to 20 points)

- (A) The adequacy of support, including facilities, equipment, supplies, and other resources to be provided by the applicant organization and consortium partners.
- (B) The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.
- (C) The extent to which costs are reasonable in relation to the number of persons to be served and services to be provided.



Selection Criteria

Quality of Management Plan (Up to 25 points)

(A) The extent to which the proposed project consists of a comprehensive plan that includes a description of planning, coordination, management, and oversight of the eligible services (as listed in the Absolute Priority described elsewhere in the notice) to be provided at each school to be served, including the role of the school principal, the FSCS coordinator, partner entities, parents, and community members;



Selection Criteria

Quality of Management Plan (cont.)

- (B) The qualifications, including relevant training and experience, of the FSCS coordinator and other key project personnel including prior performance of the applicant on similar or related efforts; and
- (C) The extent to which the time commitments of the project director, the FSCS coordinator, and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.



Selection Criteria

Quality of Project Services (Up to 20 points)

- (A) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice; and
- (B) The likelihood that the services to be provided by the proposed project will lead to improvements in the achievement of students as measured against rigorous academic standards.



Quality of Project Evaluation (Up to 10 points)

- (A) Sets out methods of evaluation that include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.
- (B) Will provide timely and valid information on the management, implementation, or efficiency of the project.
- (C) Will provide guidance on or strategies for replicating or testing the project intervention in multiple settings.



Goals – Objectives – Measures

PROGRAM GOAL



Project Objectives: What your project is doing to support the overall program goal



Performance Measures: How can you measure your progress toward meeting your objectives (GPRA, Program, Project)

Full-Service Community Schools (FSCS) Program

Adapted from evaluation workshop training materials used by the Center for Evaluation and Education Policy at Indiana University



Project Objectives



What are you trying to accomplish?



Performance Measures

In general terms, a **performance measure** is a measurable indicator used to determine how well objectives are being met.

How will progress be assessed?

How much progress will constitute success?

How will it be known if an objective or part of an objective has been achieved?

Program Performance Measure



The percentage of individuals targeted for services who receive services during each year of the project period increases annually.



Example

Objective:

To increase family involvement with their children's education.

- **Performance Measure:**

The percentage of parents who report that they read to their children will increase by at least 10% for each year of the project.



Performance Measure Criteria

- *Who* will achieve the change?
 - *What* will change?
- *When* will the change take place?
 - *How much* change?



Who will achieve the change?

What will change

How much change?

When will the change take place?

- The percentage of **parents** who report that they **read to their children** will **increase by at least 10% for each year of the project.**



Annual Benchmarks

Some performance measures may not specify annual levels of change or growth. For example:

By the end of the project, each student at the school will have participated in at least 50 hours of career counseling activities.

Measures like these require annual benchmarks, such as ...

- **By the end of year one... at least 10 hours ...**
- **By the end of year two... at least 20 hours ...**
- **By the end of year three... at least 30 hours ...**
- **By the end of year four... at least 40 hours ...**
- **By the end of year five... at least 50 hours ...**



Reporting Requirements

- **Annual Performance Reports**—annual performance reports are required in order to receive continuation funding
- **Program Performance Measure**—all grantees must address the program performance measure as part of their annual performance report
- **Final Report**—a final report is required in order to close out the grant in compliance with ED requirements



Application Components

- **Abstract Narrative (one page, single-spaced)**
- **Project Narrative (maximum 35 pages, double-spaced)**
- **Budget Narrative**
- **Appendices**
 - **Resumes of Key Personnel**
 - **Memorandum of Understanding (maximum 10 pages, double-spaced)**
 - **Documentation of match**
- **Required Forms and Assurances**

Using e-Application



- ☑ Applications must be submitted electronically using e-Application, accessible through the Department's e-Grants web site at: <http://e-grants.ed.gov>. The CFDA Number is 84.215J
- ☑ You **must** complete the electronic submission of your grant application by 4:30:00 p.m., Washington, DC time, on the application deadline date
- ☑ We strongly recommend that you **do not wait** until the application deadline date to begin the application process
 - Register and submit early
 - Use the application checklist
 - Verify submission is OK

For more information about e-Application, please refer to the instructions in the FSCS Application Package or e-Grants User Guide available at <http://e-grants.ed.gov>.



Peer Review Process

- **The Call for Peer Reviewers (deadline July 9, 2010) seeks individuals with expertise in community and youth development, education reform & policy, strategic planning & partnerships, and program evaluation.**
- **Reviewers will read, prepare a written evaluation, and score the applications assigned to their panel using the selection criteria.**
- **The Department will prepare a rank order of applications based on the evaluation of their quality by the peer reviewers according to the selection criteria.**

Important FSCS Dates



- **Intent to Apply: June 23, 2010**
- **Applications Due: July 23, 2010**
- **Applications Reviewed: Summer 2010**
- **All Grant Awards Announced: September 2010**



Other Important Resources

Full-Service Community Schools Website:

www2.ed.gov/programs/communityschools/index.html

- Federal Register Notice Inviting Applications
- Federal Register Notice of Final Priorities, Requirements, Definitions, and Selection Criteria
- Application Package (includes the Notice Inviting Applications)
- Frequently Asked Questions (updated regularly)
- Pre-Application Meeting Resources
- Call for Peer Reviewers



Contact Information

For further information regarding the FSCS program:

Telephone: (202) 401 - 2091

Email: fscs@ed.gov

**Program website: [http://www.ed.gov/programs/
communityschools/index.html](http://www.ed.gov/programs/communityschools/index.html)**

Questions



Full-Service Community Schools (FSCS) Program