



OVERVIEW

U.S. DEPARTMENT OF EDUCATION

PLACE-BASED PROGRAMMING

SEPTEMBER 22, 2021

AGENDA

THE AGENDA WILL COVER RECENT COVID-19 GUIDANCE AND FY22 PLANS

- Full-Service Community Schools (FSCS) for FY22
- Use of COVID-19 Funds for FSCS
- Promise Neighborhoods for FY22



FULL-SERVICE COMMUNITY SCHOOLS

Topics of Discussion

- Legal Authority
- Program Purpose
- Program Objective
- Award Information
- Eligible Applicants
- Eligible Requirements
- Grant Program Use of Funds
- Program Pipeline Services
- Cost Share Requirement
- Absolute Priority



FULL-SERVICE COMMUNITY SCHOOLS

Topics of Discussion

- GPRA Measure
- Planning
- Planning
- Selection Criteria
- Application Components
- How to Apply
- Other Important Resources
- Contact Information
- Question and Answer

LEGAL AUTHORITY

LEGISLATION

- Full-Service Community Schools (FSCS):
 - Authorized under Sections 4621-23 and 4625 of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA).

PURPOSE

PROGRAM OVERVIEW

- Full-Service Community Schools (FSCS):

Provides support for the planning, implementation, and operation of full-service community schools particularly for children attending high-poverty schools, including high-poverty rural schools.

- 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.



FSCS PROGRAM OBJECTIVE

Provide comprehensive academic, social, and health services for students, students' family members, and community members that will result in improved educational outcomes for children.

AWARD INFORMATION

- Estimated available funds pending Congress: \$443M
- Estimated award range: \$500,000 per year +
- Estimated number of awards: 30 +
- Project period: up to 5 years
- Maximum award: \$500,000 per year +

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
- Consortium must comply with the provisions governing group applications in EDGAR

ELIGIBLE APPLICANTS

GROUP APPLICATIONS

- 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

LEGAL RESPONSIBILITIES (75.129)

- 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

LEGAL RESPONSIBILITIES (§75.129)

- With regards to group applications, each member of the group is legally responsible to:
 - Carry out the activities it agrees to perform; and
 - 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;or



ELIGIBLE APPLICANTS

NONPROFIT STATUS (§75.51)

- Any of the following document nonprofit status
or
 - 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.

ELIGIBILITY REQUIREMENTS

1. A description of the needs of the eligible entity.
2. A memorandum of understanding among all partner entities in the eligible entity that will assist in the eligible entity to coordinate and provide pipeline services and that describes the roles the partner entities will assume.
3. A description of the capacity of the eligible entity to coordinate and provide pipeline services at two or more full-service community schools.
4. A comprehensive plan that includes descriptions of the following:
 - A. The student, family and school community to be served including demographic information.



ELIGIBILITY REQUIREMENTS

4B. A needs assessment that identifies the academic, physical, non-academic, health and mental health, and other needs of the students, families, and community residents.

4C. Annual measurable performance objectives and outcomes, including an increase in the number and percentage of families and students targeted for services each year of the program

4D. Pipeline services, including existing and additional pipeline services to be coordinated and provided by the eligible entity and its partner entities

ELIGIBILITY REQUIREMENTS

4E. Plans to ensure that each full-service community school site has a full-time coordinator of pipeline services at such school, including a description of the applicable funding sources, plans for professional development for the personnel managing, coordinating, or delivering pipeline services, and plans for joint utilization and management of school facilities.

4F. Plans for annual evaluation based upon attainment of the performance objectives and outcomes

4G. Plans for sustaining the progress and services described in this subsection.

ELIGIBILITY REQUIREMENTS

4H. An assurance that the eligible entity and its partner entities will focus services on schools eligible for a school-wide program.

GRANT PROGRAM USE OF FUNDS

- to the extent practicable, integrate multiple pipeline services into a comprehensive, coordinated continuum to achieve annual measurable performance objectives and outcomes to meet the holistic needs of children; and
- if applicable, to coordinate and integrate services provided by community-based organizations and government agencies with services provided by specialized instructional support personnel.

GRANT PROGRAM USE OF FUNDS

- Due to the complexity of the FSCS program, the number of FSCS schools, partnerships and contractual arrangements , it is highly recommended that the project director is employed full time in order to oversee the grant's implementation

GRANT PROGRAM USE OF FUNDS

FSCS grant funds shall be used to:

- coordinate not less than 3 existing pipeline services, and provide not less than 2 additional pipeline services, at 2 or more public elementary or secondary schools;
- The term ‘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.
- Each of the full-service community schools are required to have a full-time coordinator of the pipeline services



FSCS PIPELINE SERVICES

These services may include:

- high-quality early learning programs and service;
- 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;
- mentoring and other youth development programs;
- community service and service-learning opportunities;

FSCS PIPELINE SERVICES

- programs that provide assistance to students who have been chronically absent, truant, suspended, or expelled;
- job training and career counseling services;
- nutrition services and physical activities;
- 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 instruction of adults in English as a second language.

COST SHARING/ 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.
 - * The Secretary shall not consider the ability of an eligible entity to match funds when determining which applicants which will receive grants under this subpart.

ABSOLUTE PRIORITY

- Projects that will serve a minimum of two or more full-service community schools.
 - To meet this priority, an applicant must propose a project that will serve a minimum of two more more full-service community schools eligible for a school-wide program (as defined in this notice) under section 1114(b) as part of a community or district-wide strategy.

PLANNING

- Applicants under this program may not use more than 10 percent of the total amount of grant funds for planning purposes during the first year of the grant. Funding received by grantees during the remainder of the project period must be devoted to program implementation.

PROGRAM PERFORMANCE MEASURE

GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA)

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

SELECTION CRITERIA

- Quality of the Project Design (Up to 25 points)
- Adequacy of Resources (Up to 15 points)
- Quality of Management Plan (Up to 20 points)
- Quality of Project Services (Up to 25 points)
- Quality of Project Evaluation (Up to 15 points)

APPLICATION COMPONENTS

- Abstract Narrative (one page, single-spaced)
- Project Narrative (maximum 150 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



HOW TO APPLY

GRANTS.GOV

- Applications for grants under this program must be submitted electronically using the Grants.gov.
- SAM registration process can take approximately seven business days (but may take upwards of several weeks)
 - Allow sufficient time to obtain and register your DUNS number and TIN.

CONTACT INFORMATION

- For further information regarding the FSCS program:
 - Email: fscs@ed.gov
 - Program website:
<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/>





FULL-SERVICE COMMUNITY SCHOOLS ARP FUNDING GUIDANCE

USING ARP ESSER FUNDING TO SUPPORT FULL-SERVICE COMMUNITY SCHOOLS & RELATED STRATEGIES

- FAQs Published July 2021
- Available on ARP ESSER Resources webpage:
<https://oese.ed.gov/files/2021/07/21-0138-ARP-Community-Schools-OMB-and-OS-Approved-071421-1.pdf>

HOW ARE FULL-SERVICE COMMUNITY SCHOOLS RESPONDING TO THE IMPACTS OF THE COVID-19 PANDEMIC?

- Full-service community schools have been particularly well-positioned to respond to the impacts of the COVID-19 pandemic, including by working closely with partner organizations to address community needs. Strategies to address those needs may include summer programming, food and nutrition programs, tutoring, mentoring, mental and physical health services, COVID-19 vaccine access, and family engagement strategies.

EXAMPLE OF USE OF FUNDS:

- Los Angeles Education Partnership (LAEP) Full-Service Community School's teaching and learning coordinators moved quickly to coach and support teachers, including by producing templates for shifting to digital instruction. Additionally, the coordinators led professional development and self-care activities and facilitated instructor-led training for decision-making on school schedules, instructional norms and expectations, and data analysis.
- Coordinators helped staff engage all students, including through specific strategies for English learners, students with disabilities, and other vulnerable populations.

HOW MIGHT ARP ESSER FUNDS BE USED TO PROVIDE ASSISTANCE TO FAMILIES AND COMMUNITIES?

- Any school receiving ARP ESSER funds may use these funds to provide resources on how parents and families can effectively support students and their re-engagement and success in school.
- In partnership with non-profits, provide information on access to meal programs and other programs and services that meet basic student and family needs;
- Provide adult education, including integrated English literacy and civics instruction programs, financial literacy education, programs that lead to a high school diploma or its equivalent, career training, or credit recovery programs;

HOW MIGHT ARP ESSER FUNDS SUPPORT EFFECTIVE APPROACHES TO EXPANDED AND ENRICHED LEARNING TIME??

- The ARP Act requires districts to reserve not less than 20% of ARP ESSER funds to address the academic impact of lost instructional time (i.e. learning loss) through the implementation of evidence based interventions – such as
 - Extended day, comprehensive after-school or extended school year programs
 - Ensure those interventions respond to students' social, emotional, and academic needs, and address the disproportionate impact of the COVID-19 pandemic on underrepresented student subgroups.

MAY ARP ESSER FUNDS BE USED TO SUPPORT A SITE-LEVEL COMMUNITY SCHOOL COORDINATOR??

- ARP ESSER funds may be used for a site-level community school coordinator who helps coordinate and lead partnership and engagement efforts and the integrated services that the school provides, including services to respond to the needs of students as a result of the COVID-19 pandemic.
- A site-level coordinator plays an integral role in implementing the community schools model with fidelity, often serving as the lead facilitator and recruiter for programs tailored to the school community using data obtained from community and assets assessments.



OTHER IMPORTANT RESOURCES

- Full-Service Community Schools Website:
<https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/>
- Email: fscs@ed.gov
- Coalition for Community Schools-
<https://www.communityschools.org/>
- Children's Aid Society-
<https://www.childrensaidnyc.org/programs/national-center-community-schools>
- Future of Learning- Community Schools Playbook-
<https://communityschools.futureforlearning.org/>



- What is the Promise Neighborhoods Program?

United States

Department of Education



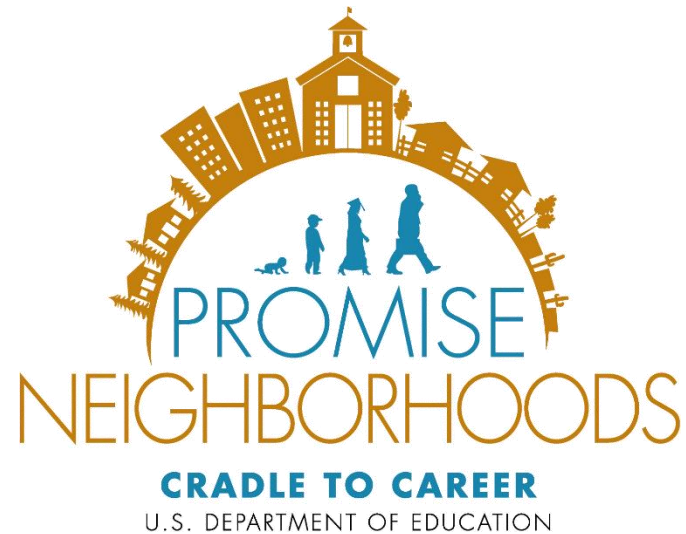
Promise Neighborhoods Statute

- The Promise Neighborhoods program is authorized under the Elementary and Secondary Education Act of 1965, as amended (ESEA). The program authority is 20 U.S.C. 7273–7274.
- All applicants are strongly encouraged to read the program statute prior to submitting a proposal for the FY 2021 Promise Neighborhoods competition.

Promise Neighborhoods Grantees

Fiscal Year	Type of Award	Number of New Awards
FY 2018	Implementation	6
FY 2017	Implementation	4
FY 2016	Implementation	6
FY 2012	Planning	10
FY 2012	Implementation	7
FY 2011	Planning	15
FY 2011	Implementation	5
FY 2010	Planning	21

Promise Neighborhoods Partners



**Center for the
Study of Social Policy**
Ideas into Action

Brief Overview of PN

What is a Promise Neighborhood?

- At its core, it involves engaging many partners in a specific community to build a “continuum of solutions” – or cradle-to-career pipeline of family and community supports – with great schools at the center
- The approach was inspired by the work of the Harlem Children’s Zone
- It describes both a grant program **AND** an approach to improving outcomes for children and youth
- Progress is measured towards improving 10 results that span cradle to career

Brief Overview of PN

How are Promise Neighborhoods organized?

- The grantee may be a nonprofit, institution of higher education or tribal organization
- The grantee usually serves as the lead agency – or backbone organization – to help convene a set of cross-sector partners, including schools, districts, families, and nonprofits
- The grantee is responsible for both administering the grant **AND** convening and supporting the partners that comprise the cradle-to-career pipeline

Brief Overview of PN

PN as an approach

- Involves aligning contributions of many partners in the service of each of the PN results and associated indicators from cradle-to-career
- Using data to measure and drive performance at both the program and population levels
- Requires leaders and partner organizations to think beyond programs and services (e.g., policy and systems change) and often adopt new mindsets and behaviors
- Can be used with or without a PN grant!

PN as a grant program

- Refers to implementation grants made by the U.S. Department of Education
- Requires lead agency to implement PN approach in addition to providing successful oversight and management of a complex grant program
- Includes regular reporting on progress toward achieving the PN results as well as capacity to effectively manage a large federal grant
- Grantees have access to a range of technical assistance from ED and its partners to support successful implementation.

Promise Neighborhoods must be willing and able to both implement the approach and manage their grants!

PN Capacities

Successful implementation of the Promise Neighborhoods cradle-to-career strategy requires the development and strengthening of a range of capacities



Source: "A Developmental Pathway for Achieving Results," Promise Neighborhoods Institute at PolicyLink

Developmental Pathway

The work of building a Promise Neighborhood and scaling and sustaining results takes place during the life of the grant and continues beyond it.



Source: "A Developmental Pathway for Achieving Results," Promise Neighborhoods Institute at PolicyLink

Results of Promise Neighborhoods

- Individual Promise Neighborhoods Results
 - A snapshot of population level results can be viewed through InfoGraphics
 - <https://promiseneighborhoods.ed.gov/data-and-results/infographics>
- Cohort Level Neighborhoods Results
 - A snapshot of cohort level results can be viewed through the Dashboard
 - <https://promiseneighborhoods.ed.gov/data-and-results>

PN Lessons Learned

Successfully implementing a Promise Neighborhood requires:

1. Navigating both the grant program and the broader approach
2. Engaging partners in understanding the data, uncovering root causes, and designing solutions
3. Being willing to rethink organizational structures and roles
4. Strengthening and deepening relationships with schools and districts
5. Thinking early about a phased approach and how it will be sustained beyond the five-year grant

Considerations for Prospective Applicants: Partnership Capacity

- *What aspects of the approach and pipeline might be easiest to develop? What assets might partners contribute?*
- *What aspects might be most challenging to implement or develop? How might we manage those challenges or gaps? Who else would we need to engage?*
- *How broad and deep is our current relationship with our school(s), the district(s), and our families?*
- *How able are we to leverage local, regional and/or state partners?*

Considerations for Prospective Applicants: Lead Agency Capacity

- *How well does the Promise Neighborhoods approach align with our organization's mission, priorities, and capacity?*
- *How will we ensure our lead agency has the capacity to manage the work?*
- *How will we engage a wide range of partners, including young people and families?*
- *How might our partnership leverage the proposal development process itself to build buy-in and generate value for our community?*

Final Thoughts

- This is much more than a 5-year grant – it can be a transformative experience if you're willing to do the work.
- Grantees have access to technical assistance, leadership development, and a national network – powerful learning opportunities.
- This is an incredible opportunity to build or strengthen community infrastructure, do business differently, and achieve better results for children and families!
- View the how Promise Neighborhoods cope with COVID-
<https://www.youtube.com/watch?v=Y11dX5VaVps>

Resources

- Promise Neighborhoods Websites:
 - <https://promiseneighborhoods.ed.gov>
 - <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/promise-neighborhoods-pn/>
- Notice of Final Priorities & Notice Inviting Applications
 - <https://www.govinfo.gov/content/pkg/FR-2021-01-19/pdf/2021-00907.pdf>
- A New Day for Data- How Promise Neighborhoods Transform Lives
 - <https://apps.urban.org/features/promise-neighborhoods/index.html>
- Developmental Pathway for Achieving Results
 - <https://www.policylink.org/resources/pni-developmental-pathway>
- Measuring Performance: A Guidance Document for Promise Neighborhoods on Collecting Data and Reporting Results
 - <https://www2.ed.gov/programs/promiseneighborhoods/pndataguidance.pdf>

