TRIVIUM CONSULTING:
FUNDING OPPORTUNITY BRIEF

Department of Education
Office of Elementary and Secondary Education

Full-Service Community Schools Program
[Notice of Funding Opportunity (NOFO)](#) Summary

Notice of Intent to Apply Deadline (Encouraged but Not Required): August 12, 2022.
Application Deadline: September 12, 2022
Deadline for Intergovernmental Review: November 10, 2022.

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Program Basics

The Full-Service Community Schools (FSCS) program provides support for the planning, implementation, and operation of full-service community schools that improve the coordination, integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools and rural schools.

Full-service community schools are defined by four evidence-based pillars:
1. Integrated supports (social and emotional learning, access to health and nutrition services).
2. Expanded and enriched learning time (after-school enrichment and summer school).
3. Active family and community engagement.
4. Collaborative leadership and practices to support high-quality teaching.

Various approaches and their associated funding levels are defined by the Absolute Priority which a project addresses.

Eligible Recipients

    a. A consortium of one or more Local Education Agencies (LEAs);
    b. The Bureau of Indian Education (BIE) and one or more community-based organizations, nonprofit organizations, or other public or private entities.

Award Duration

- Up to 60 months (5 project years)

Award Amount

- *Estimated Available Funds for the program: $68,400,000*
- *Award Range:* $1,375,000 to $50,000,000
    - Under Absolute Priority 3: $1,375,000 to $2,500,000 for the entire project.
    - Under Absolute Priority 4: $5,000,000 to $15,000,000 for the entire project.
    - Under Absolute Priority 5: $25,000,000 to $50,000,000 for the entire project.
- *Estimated Average Size of Awards:*
    - *Under Absolute Priority 3*: $450,000 for each 12-month period.
    - *Under Absolute Priority 4*: $2 million for each 12-month period.
    - *Under Absolute Priority 5*: $7.5 million for each 12-month period.

Matching Requirement

- The applicant must provide matching funds 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.

Absolute Priorities: 2 Target Demographics, 3 Funding Categories

- The program has five Absolute Priorities.
- Absolute Priorities 1 and 2 constitute two target demographics that applicants may focus on, while Absolute Priorities 3,4, and 5 determine the project type and funding level.
- Applications *must* meet Absolute Priority 1 *or* Absolute Priority 2; and *one* additional absolute priority (Absolute Priority 3, *or* Absolute Priority 4, *or* Absolute Priority 5).
- Absolute Priorities 3, 4, and 5 therefore constitute their own funding categories under Absolute Priority 1 and Absolute Priority 2.
- There are thus 6 separate funding slates:
  - ➢ Absolute Priorities 1 and 3;
  - ➢ Absolute Priorities 1 and 4;
  - ➢ Absolute Priorities 1 and 5;
  - ➢ Absolute Priorities 2 and 3;
  - ➢ Absolute Priorities 2 and 4;
  - ➢ Absolute Priorities 2 and 5.

The Absolute Priorities are

1. **Title IA Schoolwide Program Eligibility:**
   a. Applicants propose to serve a minimum of two or more full-service community schools eligible for a schoolwide program, as part of a community- or district-wide strategy.
   b. For a school to be "eligible for a schoolwide program" means that:
      i. The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or
      ii. Not less than 40 percent of the children enrolled in the school are from low-income families.

2. **Title IA Schoolwide Program Eligibility and Rural Districts—Small and Rural or Rural and Low-Income**
   a. Applicants propose to serve a minimum of two or more full-service community schools eligible for a schoolwide program, as part of a community- or district-wide strategy; *and*
   b. include an LEA that satisfies the requirements of the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program.

3. **Capacity Building and Development Grants.**
    This is the 1st of 3 funding categories. As part of Absolute Priority 3, applicants must:
    a. Conduct initial development and coordination activities, including
        i.   extensive community engagement,
        ii. needs assessment,
        iii. developing infrastructure, activities, and partnerships.
    b. Gather data on performance indicators.

4. **Multi-Local Educational Agency Grants**
    This is the 2nd of 3 funding categories. As part of Absolute Priority 4, applicants must:
    a. Implement and sustain full-service community schools in two or more LEAs.
    b. provide services at two or more full-service community schools in each LEA

5. **FSCS State Scaling Grants**
    This is the 3rd of 3 funding categories. As part of Absolute Priority 5, applicants must:
    a. Include a written commitment of the State Education Agency (SEA) to participate in the partnership and to sustain the program beyond 2 years after the term of the grant.
    b. Identify or establish a State steering committee (which may be a previously existing body) that represents relevant community schools' stakeholders.

Selection Criteria for Absolute Priorities 3 and 4

- Applications addressing Absolute Priority 3 or 4 are selected based on the following factors.
- An application may earn up to a total of 100 points.
- Descriptions of the activities constituting these factors are provided.
A. *Need for Project (10 points).*
    - The extent to which the proposed project will
        - provide support, resources, and services;
        - close gaps in educational opportunity;
        - or otherwise address the needs of the targeted population, including the needs of underserved populations.
B. *Quality of the Project Design (25 points).*
    - The extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature;
    - includes a high-quality plan for project implementation integrating the four pillars of full-service community schools;
    - and uses of appropriate evaluation methods.
C. *Quality of the Project Services (15 points).*
    - The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project.

D. Adequacy of Resources (10 points).
- The extent to which the grantee has plans for a full-time coordinator at each school;
- including a plan to sustain the position beyond the grant period;
- and a description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services at each school.

E. Quality of the Management Plan (25 points).
- The extent to which the grantee has, or demonstrates a strong plan to have, a broadly representative consortium that reflects the needs of the community, and a description of the roles and responsibilities of the consortium.
- The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families.
- The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget.

F. Quality of the Project Evaluation (15 points).
- The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes.
- The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress.
- The extent to which the methods of evaluation will provide valid and reliable performance data.

Selection Criteria for Absolute Priority 5
- Applications addressing Absolute Priority 5 are selected based on the following factors.
- An application may earn up to a total of 100 points.
- Descriptions of the activities constituting these factors are provided.

A, Need for Project (5 points).

The extent to which the proposed project will
- provide support, resources, and services;
- close gaps in educational opportunity;
- or otherwise address the needs of the targeted population, including the needs of underserved populations.

B. Quality of the Project Design (25 points).
- The extent to which the design of the proposed project reflects relevant and evidence-based findings from existing literature;
- includes a high-quality plan for project implementation integrating the four pillars of full-service community schools;
- and uses of appropriate evaluation methods.

C. Quality of the Project Services (15 points).
- The extent to which the applicant will ensure that a diversity of perspectives is brought to bear in the design and operation of the proposed project.

D. Adequacy of Resources (10 points).

- The extent to which the grantee has plans for a full-time coordinator at each school;
- including a plan to sustain the position beyond the grant period;
- and a description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services at each school.

E. Quality of the Management Plan (20 points).
- The extent to which the grantee has, or demonstrates a strong plan to have, a broadly representative consortium that reflects the needs of the community, and a description of the roles and responsibilities of the consortium.
- The extent to which the applicant demonstrates a history of effectiveness in working with a diverse range of stakeholders, including students and families.
- The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget.

F. Quality of the Project Evaluation (15 points).
- The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes.
- The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress.
- The extent to which the methods of evaluation will provide valid and reliable performance data.

G. Strategy to Scale Up (10 points).
- The extent to which the applicant demonstrates its commitment and strategy to scale full-service community schools at the statewide level.

Competitive Preference Priorities:
- These are not required but are strongly encouraged.
- If an applicant chooses to address one or both competitive preference priorities, the applicant must explicitly identify, in the project narrative section of the application, the response to the competitive preference priorities it chooses to address.
- Up to 10 additional points may be awarded depending on how well the following priorities are addressed.

1. *Meeting Student Social, Emotional, and Academic Needs.*(Up to 5 points).
   Projects that are designed to improve students' social emotional, academic, and career development, with a focus on underserved students, through one or more of the following priority areas:
   - (1) Creating education or work-based settings that are supportive, positive, identity-safe, and inclusive with regard to race, ethnicity, culture, language, and disability status.

- ● (2) Providing multi-tiered systems of supports that address learning barriers both in and out of the classroom, that enable healthy development and respond to students' needs and which may include evidence-based trauma-informed practices and professional development for educators on avoiding deficit-based approaches.
- ● (3) Creating and implementing comprehensive schoolwide frameworks that support strong and consistent student and educator relationships.

2. *Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change.* (Up to 5 points)
   Projects that are designed to take a systemic evidence-based approach to improving outcomes for underserved students in coordinating efforts with Federal, State, or local agencies, or community-based organizations, to address community violence prevention and intervention.

Steps applicants can initiate now that NOFO is released:

1. Engage in a meeting with Trivium Consulting to discuss project scope.
2. Register applicant organization in SAM.
3. Begin to sketch project design, emphasizing:
   a. Choice of Absolute Priorities for target demographic (1 or 2) and project scale (3, 4, or 5).
   b. Demonstrable project need.
   c. Potential partner LEAs and Schools.