WHITE HOUSE TOOLKIT:

Federal Resources to Support Community Schools

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Introduction

The Biden-Harris Administration recognizes the critical role community schools play in providing comprehensive services to students that promote their academic achievement and overall well-being. In the most recent bipartisan funding bill, the President secured $150 million for the Full-Service Community Schools program. This means the program is twice as large as last year and five times as large as when President Biden came into office.

This toolkit is designed primarily to help community school leaders, coordinators, advocates, and other stakeholders understand the current scope of federal funding that can be used to support community schools. This toolkit identifies federal resources that can support one or more of the four pillars of an evidence-based community school and bolster community schools' success: 1) integrated student supports; 2) active family and community engagement; 3) expanded and enriched learning time and opportunities; and 4) collaborative leadership practices.

- Section I of this toolkit lays out the federal funds that may be used to support community schools. The section is organized by community school pillar, as explained later in the introduction.
- Section II describes tools and resources provided by the U.S. Department of Education and non-governmental organizations to help state educational agencies, school districts, K-12 schools, and community members understand not only what community schools are, but how they operate and the benefits they bring to students and families.

By identifying the range of both formula-based and competitively-awarded federal funding that can support the community school approach, this toolkit will help local and state educational agencies, schools, community members, and other organizations understand how they can identify, braid, and blend different federal funding opportunities.[1] Understanding the current scope of federal funding resources to support community schools will also help schools sustain their operations over the long term and provide a range of supports to students and their families.[2] Funding from these federal programs should be supplemented with local resources that help promote community schools' student-centric approaches to educational success.[3]

Although not covered in this toolkit, organizations can also leverage Medicaid-funded school-based health services to support community schools. Specifically, Medicaid state agencies may allow schools to bill for

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[1]The terms "blend" and "braid" mean different things in this context. "Braiding" occurs when districts coordinate funds from different sources for one purpose, but each of the funds maintains its own requirements. On the other hand, "blending" combines funds into a single pot that has its own requirements. Funds do not maintain their identity in this broader pot. There may be important constraints to consider when blending funds, such as match requirements or restrictions in the grants themselves that prevent blending. Howard-Brown, B., & Zuber, Tara. (2022, March 16). Braiding and Blending Funds: Learning, Collaborating and Understanding. Comprehensive Center Network. Retrieved November 2, 2022, from https://region9cc.org/blog/braiding-and-blending-funds-learning-collaborating-and-understanding.

[2]This toolkit was compiled in fall 2022; as such, it is not intended to act as a comprehensive list of all federal sources of funding in the long term, but rather an overview of key opportunities at that time. Please reach out to the Points of Contact listed with each grant program for more information on a grant's availability, and please also visit www.grants.gov for additional relevant opportunities.

[3]In many instances, Federal funds *must* supplement non-Federal funding. Many programs have supplement not supplant requirements. Please carefully review all requirements for the Federal grant before applying.

care coordination, including the time that Integrated Student Support Coordinators and Community School Coordinators/Directors spend on that task. The Centers for Medicare Services' forthcoming publications will contain more details on how schools can pay school-based providers for the time they spend on care coordination.

The Role of Community Schools in Advancing Equity

On January 20, 2021, President Biden signed Executive Order 13985 on "Advancing Racial Equity and Support for Underserved Communities Through the Federal Government," which defines equity as the "consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality." The Biden-Harris Administration believes that affirmatively advancing equity, civil rights, racial justice, and equal opportunity is the responsibility of the whole of our government.[4] By promoting integrated student supports, expanded learning opportunities, collaborative leadership, and family and community engagement, community schools play a powerful role in advancing equity for our students and their families.[5]

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[4]The United States Government. (2021, January 21). Executive order on advancing racial equity and support for underserved communities through the Federal Government. The White House. Retrieved October 27, 2022, from https://www.whitehouse.gov/briefing-room/presidential-actions/2021/01/20/executive-order-advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government/.

[5]Each Federal agency enforces various federal statutes and regulations that prohibit discrimination by recipients of Federal financial assistance. If a person believes s/he has been discriminated against because of membership in a protected group, that person may file a complaint with the agency's civil rights enforcement division. Recipients of Federal financial assistance must also comply with Federal civil rights laws. The programs or activities of recipients of Federal financial assistance must also comply with Title VI, Title IX, Section 504, and the Age Discrimination Act of 1975, and their regulations. The term "program or activity" is defined by these statutes to mean all of the operations of the following recipients: an entire corporation, partnership or other private organization receiving assistance—(A) If the assistance is extended to such an entity as a whole, or (B) if the entity is principally engaged in the business of providing education, health care, housing, social services, or parks and recreation, and otherwise, in the case of a corporation, partnership, or other private organization, the entire plant or other comparable, geographically separate facility receiving assistance; a department, agency, special purpose district, or other instrumentality of a State or of a local government receiving assistance; the entity of a State or local government that distributed assistance and each department and agency to which assistance is extended; a college, university, or other post-secondary institution or public system of higher education receiving assistance; a local educational agency (as defined in 20 U.S.C. 7801), system of vocational education, or other system of education receiving assistance; and an entity established by two or more of the types of entities listed above.
In addition, it is important to note that the definition of Federal financial assistance includes more than money. It includes the provision of valuable services, detail of federal personnel, donation of federal property and interests in property, sale and lease of and permission to use federal property below market value and any other federal agreement, arrangement or other contract (excluding contracts of insurances, procurement, or guaranty), which has as one of its purposes the provision of assistance.

Understanding Community Schools and Their Role in K-12 Education

What is a community school?

Community schools provide a range of high-quality academic and enrichment programs and integrated supports to students and their families to address in- and out-of-school barriers to learning. The Elementary and Secondary Education Act of 1965 defines a full-service community school as a public elementary or secondary school that participates in a community-based effort to **coordinate and integrate** educational, developmental, family, health, and other **comprehensive services** through community-based organizations and public and private partnerships; and **provides in-school access to such services to students, families, and the community**. This access includes during the school year, before and after school – including on weekends – and during the summer.[6]

A community school's approach to delivering student services may be identified through a needs assessment, during which students, families, and community members collaborate to determine the gaps in services or opportunities that exist in their community. After these initial needs are identified, a community school will collaborate with non-profit organizations, private organizations, and public agencies to meet those needs while leveraging the assets of the community.

These schools focus on meeting the needs of students in their communities, from physical and mental supports to after-school programming and tutoring.[7] According to this survey of research conducted by the Learning Policy Institute, well-implemented community schools can help improve student outcomes and support the educational needs of students, particularly low-income students in high-poverty schools.

What are the four pillars of a community school?[8]

Research has shown that implementing certain design features that are common to community schools – called "pillars" – are linked to improvements in student outcomes, teaching, and learning.[9] These evidence-based "pillars" include: 1) integrated student supports; 2) active family and community engagement; 3) expanded and enriched learning time and opportunities; and 4) collaborative leadership practices. More information on these four pillars is included below. All definitions are taken from the Department of Education's Notice Inviting Applications for the FY 22 Full-Service Community Schools

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[6]Department of Education. (2018, March 5). Full-Service Community Schools Program. Retrieved October 31, 2022 from https://www2.ed.gov/programs/communityschools/index.html; Elementary and Secondary Education Act of 1965. (2022, July 6). 20 U.S.C. 7272 § 4622 Definitions. Retrieved October 31, 2022 from https://www.govinfo.gov/content/pkg/COMPS-748/pdf/COMPS-748.pdf.

[7]Children's Aid Society. (n.d.). Community Schools: Frequently Asked Questions. National Center for Community Schools. Retrieved November 2, 2022, from https://nycourts.gov/ip/justiceforchildren/PDF/NYS%20Summit-Additional%20Resources/P8%20-%20Community%20Schools%20-%20FAQs.PDF.

[8]Learning Policy Institute. (n.d.). Infographic: What the Four Pillars of Community Schools Look Like in Action. Retrieved November 2, 2022, from https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_INFOGRAPHIC.pdf.

[9]Maier, A., Lam, L., Oakes, J., Daniel, J. (2017, December 14). Community Schools as an Effective School Improvement Strategy: A Review of the Evidence. Resources - Learning Policy Institute. Retrieved October 31, 2022, from https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-report.

program.[10] On the path to becoming a community school, schools may choose to adopt one pillar before working to adopt others.

Pillar 1: Integrated Student Supports

Integrated student supports provide in- and out-of-school services for students and families. These integrated student supports promote students' wellbeing and address their barriers to learning, including by partnering with social and health service agencies and other public and private organizations.[11] Specific supports include medical, dental, and vision care; mental health and substance use services, including mental health literacy for students and staff and trauma-informed services to prevent, intervene, and mitigate the impact of adverse childhood experiences (commonly known as ACEs); and individuals to assist with the housing, transportation, nutrition, or citizenship preparation needs of students, their families, or the broader community. These services may be coordinated by a community school director/coordinator, whose role is described in greater detail in Appendix 1.

Pillar 2: Active Family and Community Engagement

Active family and community engagement may occur in a variety of ways, depending on community context. Examples of family and community engagement include: 1) bringing parents and families of students, community members, and leaders into the school as partners in students' education, including by meaningfully involving parents and families in the community school's decision-making processes; 2) making the community school a hub for services, activities, and programs for students, families, and members of the neighborhood that the community school serves; 3) providing adults with desired educational and employment opportunities and other supportive services; and 4) providing centralized supports for families and communities in community schools, which may include English as a second language classes, citizenship preparation, computer skills, art classes, housing assistance, child abuse and neglect prevention supports, health services (including mental health), literacy programs, digital literacy training, and other programs. These services may be delivered in a school building through meetings, events, or other programming.

Pillar 3: Expanded and Enriched Learning Time and Opportunities

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[10]Department of Education. (n.d.). Notice Inviting Applications: FY 22 Full-Service Community Schools Program. Retrieved October 31, 2022, from https://www.federalregister.gov/documents/2022/07/13/2022-15091/applications-for-new-awards-full-service-community-schools-program.

[11]Learning Policy Institute. (n.d.). Infographic: What the Four Pillars of Community Schools Look Like in Action. Retrieved November 2, 2022, from https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_INFOGRAPHIC.pdf.

Expanded and enriched learning time and opportunities, performed through evidence-based strategies (including before-school, afterschool, during-school, weekend, and summer learning and enrichment programs) provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities for students at a community school. These activities may 1) emphasize real-world and project-based learning, where students can apply their learning to contexts that are relevant and engaging; and 2) incorporate art, music, drama, creative writing, hands-on experience with engineering or science (including computer science), career and technical education, tutoring that is aligned with classroom success and homework help, or recreational programs that enhance and are consistent with the school's curriculum.

Pillar 4: Collaborative Leadership Practices

Collaborative leadership practices build a culture of professional learning, collective trust, and shared responsibility for each community school, using strategies that include, at a minimum, a school-based leadership team with representation from students, parents, family leaders, and the community; a Community School Director; and a community-wide leadership team. Collaborative leadership practices often incorporate other leadership or governance teams as well, including community school steering committees, community coalitions, educator learning communities, and other staff that can help manage the joint work of school and community organizations.

Section I. Federal Funding Sources that May be Used to Support Community Schools

This toolkit lists federal grants offered by a variety of agencies that can be used, consistent with applicable statutory and regulatory requirements of each grant program, to support the services provided in a community school context.[12] The Department of Education offers many different grants to support community schools, but so too do other federal agencies. The Department of Agriculture, for instance, offers nutrition assistance grants; the Department of Housing and Urban Development provides housing and homelessness supports; the Corporation for National and Community Service, or AmeriCorps, helps bring tutors, mentors, and other trusted volunteers into schools; the Department of Health and Human Services provides essential mental and physical health supports to students and their families; the Department of Defense supports military-connected students and their career exploration; the Department of Labor helps students develop and apply vital workforce skills; the Department of the Interior supports tribal communities' needs; and the Department of Justice supports schools in developing approaches for children who are exposed to violence.

Other federal programs may also support community schools, such as the National Telecommunications and Information Administration's "BroadbandUSA" program. This initiative – among other things – supports schools' "digital inclusion" efforts by funding the purchase of devices; improving connectivity;

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[12]This list may not be fully comprehensive, as federal grant programs may be created – or ended – in the future.

and providing digital literacy programs for students.[13] States can also blend and braid funding from non-federal – e.g., state and local – sources to meet the needs of their local communities. Grantees should consider the breadth of federal and non-federal opportunities when seeking support for community schools.

Toolkit Interpretation and Organization

Unless stated otherwise, public schools; school districts; and/or state educational agencies are eligible applicants for the grants listed in this toolkit. Depending on the program, grantees may need to compete to gain access to the funds. In addition, funding for federal grant programs may rely upon funding from Congress. For some programs, the funding authority must be renewed annually in order for the grant to be available. Funding may not be available every year.

If you see the icon to the left, it means the grant can be used to support the hiring or salary of a **Community School Coordinator/Director**. A Community School Coordinator, sometimes called a Community School Director, is a member of the school leadership team who is responsible for the design, implementation, and supervision of a set of programmatic preventions, interventions, and enrichment activities designed to support the holistic development of students.[14] More information on the role of a Community School Coordinator/Director is provided in Appendix 1. If the community is not yet ready to pursue a community school model, funds with this symbol (unless otherwise noted) can also be used to support an integrated student success coordinator to focus on integrating community supports necessary to meet the needs of students in schools.

The grants listed below are organized around the four pillars of a community school: integrated student supports, expanded learning time and opportunities, collaborative leadership practices, and family and community engagement. The icons below will be used to indicate which of the four pillars a grant program aligns to **if it aligns with more than one pillar**.
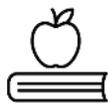
Integrated student supports

Expanded learning time and opportunities

Collaborative leadership practices

Family and community engagement

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[13]BroadbandUSA. (n.d.). Federal Funding. Retrieved November 2, 2022, from https://broadbandusa.ntia.doc.gov/resources/federal/federal-funding; BroadbandUSA. (n.d.). Digital Inclusion. Retrieved November 2, 2022, from https://broadbandusa.ntia.doc.gov/resources/federal/federal-funding.

[14]Community School Coordinators/Directors work under the daily guidance of the Principal. They work to co-design, develop, and supervise all community school programming in the school including attendance support and interventions; family support services; family engagement and community-building; health and wellness services; and enrichment activities, including those that occur during the school day, after school, and summer. More information is provided in Appendix 1.

Pillar 1: Integrated Student Supports

Schools and communities can provide students with integrated supports in many different ways, depending on the community's assets and needs. One example of this pillar's successful implementation comes from Finger Lakes Community Schools, which is supporting the development of **culturally responsive, trauma-informed community schools**. Supported schools have the capacity to deliver a continuum of evidence-based and restorative practices organized to **meet the needs of all students**. Resources are organized with a Multi-Tiered System of Supports, which is a **public health model** adapted for educational settings. This model encourages promotion of health, prevention of harm, and early intervention to prevent crisis. Finger Lakes Community Schools will also provide technical assistance and training to schools by creating clarity through on-the-spot support, accessible toolkits, and shared communities of practice.

Department of Agriculture (USDA)

Nutrition and Food Services

Program	School Breakfast Program Expansion Grants
Funding Mechanism	Competitive grant
Description	Expand the school breakfast program provided in schools in severe need defined as having a breakfast program (or desiring to initiate a breakfast program) in which 40 percent or more of the lunches served to students at the school were served free or at a reduced-price.
How Funds Can Support Community School Activities	These funds are made available to schools through a State or Territory that was successfully awarded a School Breakfast Expansion Grant. Funds can be used by schools to support increased breakfast participation - including establishing new school breakfast programs, promoting school breakfast, and developing alternative programs like breakfast after the bell or breakfast in the classroom.
Timing or Status	This grant was only open to U.S. territories in FY 2022, but that may change in future years.
Other Information (Technical Assistance, Community School Coordinator, etc.)	These grants are used to support and expand the School Breakfast Program only in schools that meet the definition of severe need where 40 percent of students are free and reduced-price meal eligible. The funding cannot be used to support programs or support services.
For Additional Information	View Opportunity | GRANTS.GOV
Point of Contact	penny.burke@usda.gov

Program	Team Nutrition Training Grants (TNTG)	

Funding Mechanism	Competitive grant
Description	Helps support training and technical assistance for school nutrition professionals, nutrition education for students and their caregivers, and activities to build healthy school nutrition environments.
How Funds Can Support Community School Activities	USDA TNTG can support community school activities in a variety of ways depending upon the funding objectives for a particular fiscal year. Funds may be use d to improve the nutritional content of school meals, a critical support for students. Funds may also be used to develop and deliver nutrition education aligned with the *Dietary Guidelines for Americans* for students and their caregivers, and support training for school nutrition professionals or teachers including providing substitute pay so they may attend training. In some cases, funds may also be used for garden activities and farm field trips which provide nutrition education and can support academic success through experiential exposure to nutrition and science. Working in school gardens can increase time outdoors, which has been shown to improve the mental and social and emotional health of students. Potential applicants must carefully review the TNTG Request for Applications in order to determine if/which community schools activities fit into the funding objectives for the specific fiscal year.
Timing or Status	Funding will occur in FY 2023.
Other Information (Technical Assistance, Community School Coordinator, etc.)	State agencies that administer the National School Lunch Program are eligible to apply for the TNTG, but not individual school districts or individual schools. Subgrants may be given under the grant to School Food Authorities that participate in the National School Lunch Program to achieve goals and objectives under the grant and its supporting activities. Allowable costs under this grant must be specific to the funding objectives listed in the Request for Application. These may include providing nutrition education to School Nutrition Professionals, students, and/or parents/guardians of students to build support for nutritious food and beverage choices at school. Grant funds may be used to pay the salary for key staff working on the project, which could include a Community School Director or Coordinator; a Project Director; Nutritionist; Chef; or School Nutrition Professional, depending on the grant's objectives. The Community School Director/Coordinator could help coordinate the activities of this grant, especially if parents and guardians are also being educated. TNTG are awarded each year, pending the availability of funding. Grant objectives, within the parameters of the legislative authority for the grants, are determined each year based upon USDA priorities.

	An informational webinar is provided each year when the RFA is released.
For Additional Information	https://www.fns.usda.gov/tn/team-nutrition-training-grants
Point of Contact	teamnutrition@usda.gov

Farm to School Activities

Program	Farm to School Grants
How Funds Can Support Community School Activities	Farm to School Grants must reach schools or institutions that participate in one or more of the following Child Nutrition Programs (CNPs): the National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program, and/or the Summer Food Service Program. Applicants can be schools, including community schools, or other eligible organizations such as nonprofits or local agencies that partner with schools, childcare, and/or summer institutions participating in any of the CNPs. The program supports many farm to school activities that are identified in the Request for Application (RFA) such as developing a school garden; developing and implementing an agricultural education curriculum; creating an action plan for farm to school programming; and coordinating services to increase access to local foods in eligible schools. Funds can be used to support the salary of a Farm-to-School Coordinator.
Funding Mechanism	Competitive grant
Description	Provide funding to implement farm to school programs that improve access to local foods.
Timing or Status	This is an annual grant opportunity, with the most recent announcement posted in October 2022. The timing of the announcement may vary from year to year.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Schools, school districts, and State agencies (including State Educational Agencies) are eligible applicants, as long as they administer or partner with the State agency that administers one or more Food and Nutrition Service CNP. Technical assistance is provided via one to two informational webinar(s) for interested applicants within roughly one month of the RFA publication. A Frequently Asked Questions document accompanies the RFA to further clarify the grant requirements.

For Additional Information	https://www.fns.usda.gov/f2s/farm-school-grant-program
Point of Contact	sm.fn.farmtoschool@usda.gov

Food Equipment Assistance & Facilities Improvement

Program	Equipment Assistance Grants for School Food Authorities
Funding Mechanism	Formula grant to states, competitive grant to schools
Description	Provides schools with additional funding to purchase equipment needed to provide students with nutritious school meals.
How Funds Can Support Community School Activities	USDA provides equipment assistance grant funding to State agencies, who in turn, go through a competitive application process to award the grant funds to school districts that participate in the National School Lunch Program. School districts use the funds to purchase upgraded equipment that support serving healthier meals, including those sourced from local foods; implementing scratch cooking; establishing or expanding school breakfast; storing fresh food; and improving food safety. Previous grantees stated that the grant has afforded them the opportunity to purchase new and updated equipment, such as warming cabinets and reach in refrigerators, which help them execute a more complex and appealing menu. The updated equipment results in higher quality meals and an increase in program participation.
Timing or Status	These funds ($80M) are available through the State agencies beginning in Fall 2022.
Other Information (Technical Assistance, Community School Coordinator, etc.)	These grants are specifically for equipment for the school food service and cannot be used to support services or programs.
For Additional Information	FY 2021 NSLP Equipment Assistance Grants for School Food Authorities | Food and Nutrition Service (usda.gov)
Point of Contact	penny.burke@usda.gov

Program	Community Facilities Direct Loan and Grant Program
Funding Mechanism	Direct loan and competitive grant
Description	To develop or improve essential public services and facilities in communities across rural America.
How Funds Can Support Community School Activities	Funds are used to purchase, construct, and / or improve essential community facilities, purchase equipment, and pay related project expenses. Essential community facilities include K-12 public schools, charter schools, head start centers, childcare centers, libraries, community colleges, and private non-profit universities.

Timing or Status	Funding is available on October 1st or after the enactment of the appropriations act. Funding expires on September 30th.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Eligible applicants include public bodies, community-based nonprofits, or Federally recognized tribes. Facilities and projects must be located in – and primarily serve – rural areas. Grants can cover up to 75 percent of eligible project costs based on population and median household income of the population served.
For Additional Information	Community Facilities Direct Loan & Grant Program	Rural Development (usda.gov)
Point of Contact	Please visit this website, Community Facilities Direct Loan & Grant Program	Rural Development (usda.gov), and use the drop-down menu to locate the contact information for your state.

Telecommunications & Distance Learning

Program	Distance Learning and Telemedicine Grants
Funding Mechanism	Competitive grant
Description	Funds telecommunications-enabled, information, audio and video equipment and related advanced technologies necessary for students, teachers, medical professionals, and rural residents to engage in real-time, interactive delivery/receipt of educational and medical services.
How Funds Can Support Community School Activities	Funding from this program can support provision of educational and medical services at schools by supporting the acquisition of the technology (equipment hardware and software) and training necessary to provide real-time interactive sessions between educational (or medical) professionals and students (or patients).

Examples of how this grant has been used to support Pillar 1, Integrated Student Supports, are included below. All examples come from the 2021 awardees.

1) **East Guernsey Local School District** (Ohio)
This Rural Development investment will be used to combat Opioid and other Substance Use Disorder (SUD) Treatment Services via education and telehealth services. The primary purpose of the project is to help the community through education services that strengthen the knowledge around the effects of substance abuse, mental health counseling, and accessing programs around the world. This project will also provide science, technology, engineering and mathematics (STEM) education within schools and telehealth solutions, so nurses can connect to doctors and professionals at partner locations. The project is projected to serve over 2,000 rural residents, both students and other members of the community. |

	2) **New London Local School District** (Ohio) This Rural Development investment will be used to provide behavioral health resources, including substance use services and supports for students and families in the district through a partnership with the Huron County Board of Mental Health and Addiction Services. Additionally, through technology, the School District will seek to further its Substance Use – Community Youth Resiliency Project Work. This programming is a partnership with county and local organizations providing a wide variety of proven, successful enrichment programs that are offered to teens via the Boys & Girls Clubs of Northeast Ohio (BGCNEO). The total population that will utilize the technology will be approximately 1,200 students in the school district. 3) **Johnston County Public Schools** (North Carolina) This Rural Development investment will be used to bolster students' ability to learn and achieve by addressing the Opioid crisis that has negatively impacted the educational environment. Specifically, the local educational agencies will use technology and telecommunications equipment to implement professional development that will help educators respond more effectively to students and families in crisis, as well as provide a means for students to attend virtual support, counseling, and/or therapy sessions. The project will benefit an estimated 14,000 students in the Johnston County Public Schools and Tyrell County Public Schools in North Carolina.
Timing or Status	There is typically one 60-day application window per year, opening in the Spring.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Eligible entities are those legally organized as an incorporated organization, an Indian tribe or tribal organization, as defined in 25 U.S.C. 5304, a state or local unit of government, a consortium, or other legal entity, including a private corporation organized on a for-profit or not-for-profit basis.
For Additional Information	https://www.rd.usda.gov/programs-services/telecommunications-programs/distance-learning-telemedicine-grants
Point of Contact	Please visit the following link and use the "Contact Us Form": Distance Learning & Telemedicine Grants	Rural Development (usda.gov). For state-specific information, please visit this link: RD State Offices State Offices	Rural Development (usda.gov).

Corporation for National and Community Service ("AmeriCorps")

Program	AmeriCorps VISTA Projects
Funding Mechanism	Non-competitive awards VISTA awards member resources and, in some circumstances, limited grant funds to support supervision of the VISTA project.
Description	AmeriCorps VISTA supports efforts to address poverty by providing opportunities for Americans, 18 years of age and older and from a diverse range of backgrounds, to dedicate a year of full-time service with a sponsoring organization ("sponsor") on a project that will create, strengthen, or expand initiatives designed to empower individuals and communities in overcoming poverty. These awards support projects that enhance services and resources that contribute to improved educational outcomes for economically-disadvantaged children, with a goal of building local capacity to ensure sustainability once VISTA resources are withdrawn.
How Funds Can Support Community School Activities	AmeriCorps members can support a number of activities that build or expand integrated student supports, including recruiting and training mentors and tutors; establishing college access centers; mobilizing partnerships to support wraparound services; developing drug use prevention programs to educate youth about their dangers; and leveraging cash and in-kind resources and developing new programs. For example, AmeriCorps members within the Flint (MI) Community School Corps create systems to connect the school administration, parents, social service supports and community members in ways that improve academic and attendance outcomes. They monitor student attendance, collect and manage data, recruit community and parent volunteers, engage neighborhood partners, and create and lead enrichment programs. Please see this link for more information. In addition, AmeriCorps members can develop materials and tools to support a cohort of schools in the implementation of the full-service community school model; compile best practices and outcome data across programs and partnerships to develop manuals, toolkits, newsletters, and annual reports; and develop new professional development opportunities for schools, district staff, and partner organizations. In the El Paso Independent School District, AmeriCorps members in eight schools help conduct needs assessments, recruit community members, and organize and manage events.
Timing or Status	Upcoming concept papers are due on 1/18/23; 4/5/23; and 6/7/23.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Projects must be developed in accordance with AmeriCorps VISTA's core principles: an anti-poverty focus; community empowerment; sustainable solutions; and capacity building. AmeriCorps members serve as short-term resources to build long-term sustainability: projects typically last

	three to five years and are developed with a goal to phase out the need for AmeriCorps members while project activities continue. Quarterly webinars provide potential grantees with an oppportunity to review what AmeriCorps VISTA is, what it can and can't do for your oragnization, and how to begin the application process. FY 23 webinars will take place on 12/8/22; 3/2/23; and 5/4/23. Awardees may include nonprofit organizations, Native Nations and Native-led organizations, public and/or nonprofit schools (including community schools), and state and local government agencies, including school districts. In addition to the activities listed above, AmeriCorps members can help with related activities that support the other pillars of community schools, including creating Science, Technology, Engineering, and Math (STEM) projects for underserved youth and supporting exapnded learning time initiatives, including summer programs.
For Additional Information	https://www.americorps.gov/funding-opportunity/fy-2023-americorps-vista-request-concept-papers
Point of Contact	vista@americorps.gov. To email the staff handling programming in your state, email the two-letter state abbreviation followed by @cns.gov (e.g., MD@cns.gov or CA@cns.gov)

Department of Defense (DOD)

Program	Military-Connected Local Educational Agencies for Academic and Support Programs and the World Language Advancement and Readiness Program
Funding Mechanism	Competitive grant
Description	Identify and implement evidence-based practices to meet the academic needs of the highly mobile military-connected students in their community and applications that establish, improve, or expand world language programs targeting elementary and secondary students.
How Funds Can Support Community School Activities	Funds may be used to support the hiring or salary of a Community School Coordinator/Director and academic enrichment if a Community School has greater than 10% military-connected population and are therefore eligible for Department of Defense Education Activity (DoDEA) grants.
Timing or Status	The most recent announcement had a deadline of 4/8/2022 (typically early April), although the timing may not be consistent from year to year. There are currently no open opportunities available. Funding is typically available in late January through early April.

Other Information (Technical Assistance, Community School Coordinator, etc.)	Any Local Educational Agency (LEA) awarded a grant under this announcement must use the funds to support programs that can be continued beyond the grant period and demonstrate approaches that could be disseminated to and duplicated in other LEAs.
	An annual Technical Assistance webinar is typically available in early March. Funding is typically awarded in late January through early April.
	Eligible applicants may receive an additional 10 competitive priority points during merit review if one of the following criteria apply: (1) Applicant has never received a DoDEA grant, (2) Applicant will not have an active DoDEA grant award by June 1 of the relevant year and has a good past performance rating, or (3) Applicant is supporting the work of a full-service community school.
For Additional Information	See https://www.grants.gov/web/grants/view-opportunity.html?oppId=337732 for the most recent grant announcement, which is updated each year as funding is available.
Point of Contact	Kathleen.facon@dodea.edu or dodea.grants@dodea.edu

Department of Education

Full-Service Community Schools Program (FSCS)

Program	Full-Service Community Schools Program (FSCS)
Funding Mechanism	Competitive grant
Description	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.
How Funds Can Support Community School Activities	See above.
Timing or Status	Grant Applications are run when appropriations are available and at the discretion of the agency. Please check the Federal Register under Notice Inviting Applications (NIA) competition at: www.federalregister.gov for the next round.
Other Information (Technical Assistance, Community School Coordinator, etc.)	LEAs, Bureau of Indian Education, community-based organizations, nonprofit organizations, and other public or private entities are eligible to apply.
	Full-time coordinators are a requirement for each school.

	Applications are required to include 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.
For Additional Information	https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/
Point of Contact	fscs@ed.gov

Title I, Part A

Program	Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)
Funding Mechanism	Formula grants to SEAs, formula subgrants to eligible LEAs
Description	The purpose of Title I is to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. There are two types of Title I, Part A programs: Schoolwide program: A Title I school operating a schoolwide program may use Title I, Part A funds for any activity that supports the needs of students in the school as identified through a comprehensive needs assessment and articulated in a schoolwide plan. (ESEA section 1114(b)). In designing and implementing the schoolwide plan, a school must implement strategies that: (1) provide opportunities for all children to meet challenging State academic standards; (2) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (3) address the needs of all students, but particularly those at risk of not meeting challenging State academic standards. A schoolwide program school may consolidate its Title I funds along with other Federal education funds with State and local funds. In doing so, the Federal funds lose their Federal identity and need not be tracked separately. Moreover, the school need not meet many of the statutory and regulatory requirements of the other Federal programs whose funds

	it consolidates provided it meets the intent and purposes of those programs.
	Targeted assistance program: A Title I school operating a targeted assistance program may use Title I, Part A funds only for programs that serve eligible children—i.e., children who are failing, or most at risk of failing, to meet challenging State academic standards.
How Funds Can Support Community School Activities	Schoolwide program: Based on its comprehensive needs assessment, a school operating a schoolwide program may use funds, for example, for the following activities: • High-quality preschool or full-day kindergarten and services to facilitate the transition from early learning to elementary education programs. • Recruitment and retention of effective teachers, particularly in high-need subjects. • Instructional coaches to provide high-quality, school-based professional development. • Increased learning time. • Evidence-based strategies to accelerate the acquisition of content knowledge for English learners. • Activities designed to increase access and prepare students for success in high-quality advanced coursework to earn postsecondary credit while in high school (e.g., Advanced Placement, International Baccalaureate, early college high schools, and dual or concurrent enrollment programs). • Career and technical education programs to prepare students for postsecondary education and the workforce; Counseling, school-based mental health programs, mentoring services, and other strategies to improve students' nonacademic skills. • School climate interventions (e.g., anti-bullying strategies, positive behavior interventions and supports). • Equipment, materials, and training needed to compile and analyze student achievement data to monitor progress, alert the school to struggling students, and drive decision making. • Response-to-intervention strategies intended to allow for early identification of students with learning or behavioral needs and to provide a tiered response based on those needs. • Activities that have been shown to be effective at increasing family and community engagement in the school, including family literacy programs. • Devices and software for students to access digital learning materials and collaborate with peers, and related training for

| | educators (including accessible devices and software needed by students with disabilities). |
| | • Two-generation approaches that consider the needs of both vulnerable children and parents, together, in the design and delivery of services and programs to support improved educational, health, safety, and other outcomes that address the issues of intergenerational poverty.

Targeted assistance program: Among other allowable activities, including those listed above, a Title I school operating a targeted assistance program may use Title I, Part A funds to coordinate and integrate Federal, State, and local services and programs, such as violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, and career and technical education programs *for eligible children and their families*. The school may also use Title I, Part A funds for:

• Health, nutrition, and other social services for eligible children if those services are not otherwise available; and
• As a last resort if other funds are not available, the provision of basic medical equipment, such as eyeglasses and hearing aids; compensation of a coordinator; family support and engagement services; integrated student supports; and professional development necessary to assist teachers, specialized instructional support personnel, other staff, and parents in identifying and meeting the comprehensive needs of eligible children. |
Timing or Status	Funds are awarded to SEAs and LEAs by formula annually.
Other Information (Technical Assistance, Community Schools Coordinator, etc.)	ESSA Schoolwide Guidance September 2016 (PDF) (ed.gov)
For Additional Information	Improving Basic Programs Operated by Local Educational Agencies (ESEA Title I, Part A) - Office of Elementary and Secondary Education
Point of Contact	Oese.titlei-a@ed.gov

Title IV, Part A

| **Program** | Student Support and Academic Enrichment Grants (Title IV, Part A) |
| **Funding Mechanism** | Formula grants to SEAs, formula subgrants to LEAs |

Description	Flexible funds intended to ensure that all districts have access to programs that foster safe and healthy students, provide students with a well-rounded education, and increase the effective use of technology in our nation's schools. Allowable activities include strategies to promote a positive school climate, such as mental health supports; professional development; PBIS; SEL; mentoring and counseling; and trauma-informed practices. Other allowable activities include those related to improving the use of technology by students and providing students with access to a well-rounded education, as described in the link below.
Timing or Status	Funds are awarded to SEAs and LEAs by formula annually.
Other Information (Technical Assistance, Community Schools Coordinator, etc.)	
For Additional Information	https://oese.ed.gov/offices/office-of-formula-grants/safe-supportive-schools/student-support-and-academic-enrichment-program/
Point of Contact	OESE.Title.IV-A@ed.gov

Pandemic-Focused Formula Funding

Program	Elementary and Secondary School Emergency Relief Fund (ESSER)
Funding Mechanism	Formula grants to SEAs and LEAs
Description	The ESSER program provides funds to SEAs and LEAS by formula to help address the impact of lost instructional time and other impacts of the COVID-19 pandemic in elementary and secondary schools.
How Funds Can Support Community School Activities	ESSER funds must be used to prevent, prepare and respond to the COVID-19 pandemic, which may include using these funds to expand existing full-service community schools and to implement the model in schools that are not currently community schools.
Timing or Status	All funds have been awarded to SEAs.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Districts may use funds to develop or expand in-school student support centers that provide mentoring, counseling, and meet the social and emotional needs of students as part of the response to the pandemic.
For Additional Information	https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/ FAQs explaining how American Rescue Plan (ARP) can be used to support community schools: https://oese.ed.gov/files/2021/07/21-0138-ARP-Community-Schools-OMB-and-OS-Approved-071421-1.pdf
Point of Contact	esserf@ed.gov

Program	Governor's Emergency Education Relief Fund (GEER)
Funding Mechanism	Formula grants to Governors
Description	Provides grants to Governors for the purpose of providing LEAs, Institutions of Higher Education (IHEs), and other education related entities with emergency aid assistance to prevent, prepare for and respond to COVID-19.
How Funds Can Support Community School Activities	GEER funds must be used to prevent, prepare and respond to the COVID-19 pandemic, which may include supporting full-service community schools as part of their efforts to address the impact of COVID-19 on student social, emotional, mental health, and academic needs.
Timing or Status	All funds for this program have been awarded.
Other Information (Technical Assistance, Community School Coordinator, etc.)	
For Additional Information	https://oese.ed.gov/offices/education-stabilization-fund/governors-emergency-education-relief-fund/ FAQs explaining how ARP can be used to support community schools: https://oese.ed.gov/files/2021/07/21-0138-ARP-Community-Schools-OMB-and-OS-Approved-071421-1.pdf
Point of Contact	esserf@ed.gov

Other Formula-Based Federal Funding Opportunities

Program	Impact Aid Program
Funding Mechanism	Formula grant for eligible impacted local school districts.
Description	Impact Aid payments provide funding to LEAs that are financially burdened by federal activities. Funds are provided under Section 7002 related to the federal acquisition of real property and 7003(b) of the ESEA to LEAs that serve significant numbers of federally connected children and that have lost a portion of local property tax base as a result of tax-exempt federal property. Section 7002 and 7003(b) funds are available for all general fund purposes and can be expended for any purpose, similar to local revenue for education.
How Funds Can Support Community School Activities	Local school districts have discretion to determine how to spend these grant funds.
Timing or Status	Funds are awarded to LEAs by formula annually.

Other Information (Technical Assistance, Community School Coordinator, etc.)	Local school districts with concentrations of children residing on Indian lands, military bases, low-rent housing properties, or other Federal properties may apply. Impact Aid was designed to assist local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property.
For Additional Information	https://oese.ed.gov/offices/office-of-formula-grants/impact-aid-program/
Point of Contact	Impact.Aid@ed.gov

Other Competitive Funding Opportunities

Program	School Climate Transformation LEA
Funding Mechanism	Competitive grant
Description	Provides competitive grants to LEAs to develop, enhance, or expand systems of support for, and technical assistance to, schools implementing a multi-tiered system of support, for improving school climate.
How Funds Can Support Community School Activities	Funds can be used to implement a multi-tiered system of support for students.
Timing or Status	Grant Application runs when appropriations are available at the discretion of the Agency. Please check the Federal Register under NIAs. The last round of funding was available 7/22/19.
Other Information (Technical Assistance, Community School Coordinator, etc.)	LEAs, or consortia of LEAs, as defined by section 9101(41) of the ESEA are eligible to apply. Eligibility under this discretionary grant competition is limited to LEAs that have never received a grant under SCTG-LEA.
For Additional Information	https://oese.ed.gov/offices/office-of-formula-grants/safe-supportive-schools/school-climate-transformation-grant-local-educational-agency-grants-program/
Point of Contact	lea.sctg@ed.gov

Program	TRIO: Upward Bound
Funding Mechanism	Competitive grant
Description	Helps increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.
How Funds Can Support Community School Activities	Upward Bound provides fundamental support to participants in their preparation for college entrance. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. Activities could include academic instruction in mathematics, laboratory sciences,

	composition, literature, and foreign languages, tutoring, counseling, mentoring, and cultural enrichment.
Timing or Status	Grant Application runs from year- to- year. Please check the Federal Register under NIAs competition at: www.federalregister.gov for the next round.
Other Information (Technical Assistance, Community School Coordinator, etc.)	This Grant services IHEs, public and private agencies and organizations including community-based organizations with experience in serving disadvantaged youth, combinations of such institutions, agencies and organizations, and as appropriate to the purposes of the program, secondary schools.
For Additional Information	https://www2.ed.gov/about/offices/list/ope/trio/index.html
Point of Contact	ken.waters@ed.gov or OPE_TRIO@ed.gov

Mental Health Supports

Program	Mental Health Service Professional Demonstration Grant Program
Funding Mechanism	Competitive grant
Description	Provides competitive grants to support and demonstrate innovative partnerships to prepare school-based mental health service providers for employment in schools and LEAs.
How Funds Can Support Community School Activities	Funds may be used by a MHSP grantee to place school-based mental health graduate students in high-need schools.
Timing or Status	Grant Application run when appropriations are available at the discretion of the Agency. Please check the Federal Register under NIAs.
Other Information (Technical Assistance, Community School Coordinator, etc.)	High-need LEAs, SEAs on behalf of one or more high-need LEAs, and institutions of higher education (IHEs) are eligible to apply.
For Additional Information	https://oese.ed.gov/offices/office-of-formula-grants/safe-supportive-schools/mental-health-service-professional-demonstration-grant-program/
Point of Contact	Mental.Health@ed.gov

Program	School-Based Mental Health Services Grant Program
Funding Mechanism	Competitive grant
Description	Provides competitive grants to SEAs and LEAs to increase the number of qualified mental health service providers that provide school-based mental health services to students in LEAs with demonstrated need.
How Funds Can Support Community School Activities	Proposing a plan to recruit and retain the number of credentialed services providers serving students in LEAs with demonstrated need.

Timing or Status	Grant Application runs when appropriations are available at the discretion of the Agency. Please check the Federal Register under NIAs.
Other Information (Technical Assistance, Community School Coordinator, etc.)	LEAs with demonstrated need and SEAs on behalf of LEAs with demonstrated need are eligible to apply.
For Additional Information	https://oese.ed.gov/offices/office-of-formula-grants/safe-supportive-schools/school-based-mental-health-services-grant-program/
Point of Contact	OESE.School.Mental.Health@ed.gov

Supports for Indian Children and Youth

Program	Demonstration Grants for Indian Children and Youth
Funding Mechanism	Competitive Grant
Description	The purpose of the program is to provide financial assistance to projects that develop, test, and demonstrate the effectiveness of services and programs to improve the educational opportunities and achievement of Indian students in preschool, elementary, and secondary schools.
How Funds Can Support Community School Activities	Services and programs may include supplemental academic programs or courses, social-emotional services, cultural education, and other support services for American Indian and Alaska Native students and families.
Timing or Status	Grant competitions are typically held every other year, based on the availability of appropriations from Congress. Competitions are announced in the Federal Register. The last competition was announced on February 18, 2022 and closed on April 19, 2022. This competition notice was published at: https://www.federalregister.gov/d/2022-03510.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Under Demonstration Grants competitions with a priority for Native Youth Community Projects, projects must include at least one Tribe and either a local school district or school funded by the Interior Bureau of Indian Education (BIE). Projects may also include additional Tribes, school districts, or BIE-funded schools, as well as a State educational agency, Indian organization, or Tribal College or University. Funds may be used to support a Community school coordinator. Technical assistance is provided by the Office of Indian Education at the U.S. Department of Education.
For Additional Information	https://oese.ed.gov/offices/office-of-indian-education/demonstration-grants-for-indian-children/

Point of Contact	donna.sabis-burns@ed.gov or the other points of contact listed at the following link: Demonstration Grants for Indian Children (DEMO) - Office of Elementary and Secondary Education

Program	Promise Neighborhoods	
Funding Mechanism	Competitive Grant	
Description	The purpose of the Promise Neighborhoods program is to significantly improve the academic and developmental outcomes of children and youth living in the most distressed communities of the United States.	
How Funds Can Support Community School Activities	Funds can be used to hire community school coordinators and provide direct services, by the grantee or grantee contractors, in support of in-school and out of school time activities. Funds can also be used for professional development and evaluation activities.	
Timing or Status	Grant competitions take place when appropriations are available and at the discretion of the agency.	
Other Information (Technical Assistance, Community School Coordinator, etc.)	Eligible applicants include an IHE, Indian Tribe or Tribal organization, and one or more nonprofit entities working in formal partnership with not less than one of the following entities: a) A high-need LEA; b) An IHE; c) The office of a chief elected official of a unit of local government; d) An Indian Tribe or Tribal organization.	
For Additional Information	https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/promise-neighborhoods-pn/	
Point of Contact	Richard.wilson@ed.gov or use the contact form at the following link: Contact Us - Office of Elementary and Secondary Education	

Department of Health and Human Services (HHS)

Mental Health Services

Program	Grants to Support School-Based Health Centers (SBHC)	
Funding Mechanism	Competitive grant	
Description	Grants support school-based health center capacity to provide primary health care services for school-aged children. Competitive funding opportunities provide support for costs of the operation of school-based health centers (SBHC funding only) and capital expenditures for SBHC	

	facilities, including capital improvement, alteration and renovation, and equipment purchases.
How Funds Can Support Community School Activities	Funds are used to expand school-based health center capacity to provide primary health care services for school-aged children.
Timing or Status	Active next funding cycle unknown. Funding is contingent upon the final FY 23 appropriation.
Other Information (Technical Assistance, Community School Coordinator, etc.)	This competitive funding opportunity is available for school-based health centers to address significant and pressing capital improvement needs, including alteration, renovation, and the purchase of equipment. Allowable uses of SBHC grant funds can include the payment of salaries for physicians, nurses, and other personnel (e.g., Community School Coordinator). SBHC grant funds will be used to supplement, not supplant, other federal or state funds.
For Additional Information	https://bphc.hrsa.gov/funding/funding-opportunities/school-based-health-centers https://bphc.hrsa.gov/funding/funding-opportunities/school-based-health-centers
Point of Contact	Bureau of Primary Health Care BPHCNH@hrsa.gov Or use this contact form: BPHC Contact Form

Program	Block Grants for Community Mental Health Services (MHBG)
Funding Mechanism	Block grant to all 50 states
Description	The MHBG program's objective is to support the grantees in carrying out plans for providing comprehensive community mental health services.
How Funds Can Support Community School Activities	Mental health treatment and recovery services for children with Serious Emotional Disturbance (SED) in school settings are allowable expenditures through the MHBG.
Timing or Status	The next round of funding will be in Fiscal Year 2023.
Other Information (Technical Assistance, Community School Coordinator, etc.)	State Mental Health Agencies (SMHAs) may choose to direct some portion of the their MHBG funds to schools to assist in providing evidence based mental health services to children with SED. MHBG funds may also be used to assist in the training of school staff on providing evidence based mental health services to assist children with

	SED and their families. SMHAs also fund First Episode Psychosis Programs, which may develop outreach with schools. Schools, school districts, and SEAs are not eligible applicants.
For Additional Information	Mental Health Services Block Grant (MHBG) | SAMHSA
Point of Contact	Asha.Stanly@samhsa.hhs.gov or the relevant state-based point of contact at the following link: Community Mental Health Services Block Grant (MHBG) Contacts | SAMHSA

Program	Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances (SED)
Funding Mechanism	Competitive grant
Description	Designed to support individuals at risk of SEDs, and can be used to support, create, and sustain mental health services at schools for individuals 0-21 years of age
How Funds Can Support Community School Activities	Grant funds can provide mental health services for students with SED and or Serious Mental illness within a community school.
Timing or Status	Grants are funded on an annual basis.
Other Information (Technical Assistance, Community School Coordinator, etc.)	This grant can be used to support the salary of a Community School Coordinator.
For Additional Information	https://www.samhsa.gov/grants/grant-announcements/sm-22-007
Point of Contact	emily.hassey@samhsa.hhs.gov Or the points of contact listed at this link: Grants for Expansion and Sustainability of the Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances | SAMHSA

Program	Garrett Lee Smith (GLS) State/Tribal Youth Suicide Prevention and Early Intervention Program
Funding Mechanism	Competitive grant
Description	These grants exist to support states and tribes with implementing youth suicide prevention and early intervention strategies in schools, institutions of higher education, educational institutions, juvenile justice systems, substance use and mental health programs, foster care systems, and other child and youth-serving organizations.

How Funds Can Support Community School Activities	Community schools may be sub-granted these funds to provide prevention and early intervention strategies to students.
Timing or Status	Ten new GLS State/Tribal grantees were funded on August 30, 2022. The timing of the programs new funding opportunity depends on the budget for the year and the number of grantees ending their grant cycle.
Other Information (Technical Assistance, Community School Coordinator, etc.)	The GLS State/Tribal grant program is dedicated to reducing suicide deaths among youth and young adults between the ages of 10-24. In the NOFO and in the GLS Memorial act that authorizes the grant program, schools are identified as a service area for youth. Grantees can use funds to train school staff and students in suicide prevention as well as create screening protocols for youth. Many grantees create suicide prevention programs and campaigns for schools. However, schools, school districts, and SEAs are not eligible applicants.
For Additional Information	Cooperative Agreements for the Garrett Lee Smith State/Tribal Youth Suicide Prevention and Early Intervention Program	SAMHSA
Point of Contact	brandon.johnson1@samhsa.hhs.gov Or the point(s) of contact listed at this link: Cooperative Agreements for the Garrett Lee Smith State/Tribal Youth Suicide Prevention and Early Intervention Program	SAMHSA

Program	National Child Traumatic Stress Initiative – Category III, Community Treatment and Services (CTS)
Funding Mechanism	Competitive grant
Description	Helps provide and increase access to effective trauma-focused treatment and services systems in communities for children, adolescents, and their families who experience traumatic events throughout the nation.
How Funds Can Support Community School Activities	Funding in the school context could be used to provide direct evidence-based mental disorder treatment and services, including screening, assessment, care management, therapy, and prevention for diverse and at-risk children and adolescents. Treatment must be provided in outpatient, school-based system day treatment (including outreach-based services) or intensive outpatient, home-based, or residential programs. Funding could also be used to provide services to populations of child-serving systems such as child welfare, child protective services, law enforcement and courts, and the

	juvenile justice system, on trauma-informed practices using provider expertise or Network resources at the local, regional, or state levels.
Timing or Status	The next round of funding is in December 2022 (https://www.samhsa.gov/grants/grant-announcements-2022/fy-2023-nofo-forecasts). Timing may vary from year to year.
Other Information (Technical Assistance, Community School Coordinator, etc.)	
For Additional Information	National Child Traumatic Stress Initiative- Category III Community Treatment and Services Centers (CTS) (publicsafetygrants.info)
Point of Contact	Maryann.Robinson@samhsa.hhs.gov Or the point of contact listed at this link: National Child Traumatic Stress Initiative- Category III Community Treatment and Services Centers (CTS) (publicsafetygrants.info)

Program	Pediatric Mental Health Care Access (PMHCA) Program
Funding Mechanism	Competitive grant
Description	Promotes behavioral health integration into pediatric primary care using telehealth. Statewide or regional networks of pediatric mental health teams composed of child and adolescent psychiatrists, licensed mental health professionals, and care coordinators provide teleconsultation, training, technical assistance, and care coordination support services to pediatric primary care and other providers. This support enables providers to deliver high quality and timely detection, assessment, treatment, and referrals for children and adolescents with a behavioral health condition. PMHCA recipients also focus on achieving health equity related to racial, ethnic, and geographic disparities in access to care, especially in rural and other underserved areas.
How Funds Can Support Community School Activities	To address the national surge in behavioral health needs among children/adolescents, the PMHCA program is expanding consultative support, training and technical assistance including to state and local educational agencies, tribal educational agencies, and elementary and secondary schools. These educational agencies and schools may reach out directly to their state, jurisdiction, or tribal PMHCA grantee to learn about the availability of consultative support.
Timing or Status	Supplemental funding to existing PMHCA grantees was awarded in September 2022. The FY 2023 NOFO is expected to be released in early 2023. Schools, school districts, or state educational agencies are not eligible applicants.

Other Information (Technical Assistance, Community School Coordinator, etc.)	Through enactment of the Bipartisan Safer Communities Act (P.L. 117-159), the PMHCA Program received $80 million to expand the workforce capacity to address behavioral health needs of children and adolescents in schools and emergency departments. HRSA currently funds 50 PMHCA awards to 43 states, as well as the District of Columbia, the U.S. Virgin Islands, the Republic of Palau, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia and two tribal areas – the Chickasaw Nation and the Red Lake Band of the Chippewa Indians.
For Additional Information	Pediatric Mental Health Care Access	MCHB (hrsa.gov). Schools can reach out to their local PMHCA program for more information.
Point of Contact	LRamos@hrsa.gov Or schools may identify their local PMHCA point of contact here: Pediatric Mental Health Care Access	MCHB (hrsa.gov)

Program	Project Advancing Wellness and Resiliency in Education (AWARE)
Funding Mechanism	Competitive grant
Description	This grant is designed to develop a sustainable infrastructure for school-based mental health programs and services and to build a collaborative partnership with the LEA, SEA, the SMHA (State Mental Health Agency), community-based providers of behavioral health care services, school personnel, community organizations, families, and school-aged youth. Designed to build or expand the capacity of SEAs, in partnership with SMHAs overseeing school-aged youth and LEAs, to: (1) increase awareness of mental health issues among school-aged youth; (2) provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues; and (3) connect school-aged youth, who may have behavioral health issues (including SED or serious mental illness), and their families to needed services.
How Funds Can Support Community School Activities	See Project AWARE	SAMHSA This program will assist in establishing mental health prevention and intervention activities in LEAs and partner organizations.
Timing or Status	In FY 2022, applications were posted March 3rd and were due May 2nd. The next round of funding may occur in FY 23.

	Notice of Funding Opportunity (NOFO) is forecasted SM23-001 forecasted December 2022, https://www.grants.gov/web/grants/view-opportunity.html?oppId=342886
Other Information (Technical Assistance, Community School Coordinator, etc.)	This grant can be used to support the salary of a Community School Coordinator. Eligible entities are States; political subdivisions of States (e.g., county, LEA); Indian tribes or tribal organizations (as defined in section 5304 of title 25), health facilities, or programs operated by or in accordance with a contract or grant with the Indian Health Service, or other domestic public or private nonprofit entities. Project AWARE grantees have access to Mental Health Technology Transfer Center Network (MHTTC) for TA. MHTTC School Mental Health Initiative | Mental Health Technology Transfer Center (MHTTC) Network (mhttcnetwork.org). HHS also hosts a pre-applicant webinar, publishes FAQs, and mans a 24/7 NOFO resource mailbox to provide TA during the application process.
For Additional Information	Project AWARE (Advancing Wellness and Resiliency in Education) | SAMHSA and https://www.samhsa.gov/grants/grant-announcements/sm-18-006
Point of Contact	Nancy.kelly@samhsa.hhs.gov, Jennifer.treger@samhsa.hhs.gov, or SEA_AWARE@samhsa.hhs.gov Or the point of contact listed at this link: Project AWARE (Advancing Wellness and Resiliency in Education) | SAMHSA

Pregnancy Prevention and Maternal Health

Program	Adolescent Pregnancy Prevention (APP) Program
Funding Mechanism	Both Mandatory and Competitive grants
Description	Provides abstinence and contraceptive education to youth between the ages of 10 and 19 who are at high risk for becoming pregnant, education to prevent sexually transmitted infections (STIs) and HIV/AIDS, and must address adulthood preparation subjects.
How Funds Can Support Community School Activities	States and community-based organizations are funded to implement programming in schools across the nation utilizing evidence-based effective program models or substantially incorporate elements of effective programs that have been proven on the basis of scientific research to change behavior. A key and significant goal of the program is to provide program services to as many youth as possible and broaden

	the reach over time. Although many youth are reached within school systems, there are some youth who are reached in out-of-school settings.
Timing or Status	The next round of funding will be available in FY 2024
Other Information (Technical Assistance, Community School Coordinator, etc.)	Training and Technical Assistance (T&TA) is funded to provide a cadre of resources and trainings to enhance the quality of services delivered to youth, to ensure programs are implemented with fidelity and adaptations to evidence-based models are appropriate, and to provide grantees with skills sets to achieve outcomes related to the prevention of sexual activity, teen pregnancy, STIs and other risky behaviors among youth. T&TA is provided individually, in small groups, and through an annual grantee conference to address areas of need and to ensure successful program implementation.
	The We Think Twice is a social media campaign that was launched in July 2020. It is comprehensive digital media campaign designed with youth for youth. The goal is to provide resources to shift perceptions and social norms help youth form healthy relationships, set goals for the future, and feel empowered to make healthy decisions to not use drugs, drink, smoke, or engage in other risky behaviors.
For Additional Information	https://www.acf.hhs.gov/fysb/adolescent-pregnancy-prevention
Point of Contact	Lebretia.white@acf.hhs.gov
	Or the relevant point of contact listed at this link: About the Adolescent Pregnancy Prevention Program | The Administration for Children and Families (hhs.gov)

Program	Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program
Funding Mechanism	Formula grant to 56 states and jurisdictions
Description	The MIECHV Program funds states, territories, and tribal entities to develop and implement voluntary, evidence-based home visiting services for pregnant people and parents with children up to kindergarten entry in communities that face greater risk and barriers to achieving positive maternal and child health outcomes.
How Funds Can Support Community School Activities	Home visiting services may be coordinated through school districts as local implementing agencies (LIAs), funded by the MIECHV Program. These LIAs directly provide comprehensive and voluntary home visiting services to pregnant and parenting teens and children and families in

	communities identified as at-risk for poor maternal and child health outcomes to support their well-being and future academic success. MIECHV statute identifies young adults who are pregnant or parenting under the age of 21 as a priority population.
Timing or Status	The FY 2022 awards were released in September 2022 with a project period through September 2024.
Other Information (Technical Assistance, Community School Coordinator, etc.)	MIECHV services may be available to eligible students who are pregnant or parenting in communities where services are provided. MIECHV statute establishes a priority population of pregnant and parenting youth under 21 years of age. In FY 2021, the program reached over 140,000 parents and children in 1,065 counties nationwide. Existing state, jurisdiction, and nonprofit grantees are eligible applicants for continued formula grants.
For Additional Information	https://mchb.hrsa.gov/programs-impact/programs/home-visiting/maternal-infant-early-childhood-home-visiting-miechv-program
Point of Contact	CPhillips@hrsa.gov

Program	Teen Pregnancy Prevention (TPP) Program
Funding Mechanism	Competitive grant
Description	Provide health education, linkages and referrals, family engagement, and mentoring services.
How Funds Can Support Community School Activities	For community schools that have identified teen pregnancy and/or STIs as an issue to address, TPP funding can be used to support them in leveraging their model to implement evidence-based programs or evaluate their model/intervention as a promising practice and/or having impact on rates of teen pregnancy or associated risk factors.
Timing or Status	The next round of funding will be available on 4/1/2023. Forecasts have been posted that include est. release date, application deadline, and award date: • https://www.grants.gov/web/grants/view-opportunity.html?oppId=342710 • https://www.grants.gov/web/grants/view-opportunity.html?oppId=342732

	- https://www.grants.gov/web/grants/view-opportunity.html?oppId=342733 Technical assistance is available after the NOFO is released.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Funding may be used to support the hiring of a Community School Coordinator, if the position falls within the scope of the project as defined. Specifically, the TPP Tier 1 grants which replicate evidence-based programs are to support implementation of programs by linking adolescents to other support services they may need. If a school is implementing EBPs through this funding, it would also be expected for those youth to have access to support services to enhance program implementation. Program research and demonstration TPP grantees (Tier 2) may also partner with these sites to develop and test innovative methods to reducing teen pregnancy which may include support services. LEAs/schools/non-profits all fall under applicants that are eligible to apply for TPP Program funding. Allowable activities are outlined in the Notice of Funding Opportunities (NOFO) and must be for replicating programs that have been proven effective through rigorous evaluation to reduce teenage pregnancy, behavioral risk factors underlying teenage pregnancy, or other associated risk factors [Tier 1] OR to develop, replicate, refine, and test additional models and innovative strategies for preventing teenage pregnancy [Tier 2].
For Additional Information	https://opa.hhs.gov/grant-programs/teen-pregnancy-prevention-program-tpp
Point of Contact	jaclyn.ruiz@hhs.gov Or email opa@hhs.gov

Physical Health & Safety

Program	Basic Center Program
Funding Mechanism	Competitive grant
Description	Provides temporary shelter and counseling services to youth who have left home without permission of their parents or guardians, have been forced to leave home, or other homeless youth who might otherwise end up in the law enforcement or in the child welfare, mental health, or juvenile justice systems.
How Funds Can Support Community School Activities	Basic Center program grantees can partner with community schools to increase awareness of RHY programs and services. Basic Center programs provide temporary shelter and wraparound supports to youth

	under age 18, and can be a resource for students and their families, including counseling and comprehensive supportive services to increase student success.
Timing or Status	The next round of funding will be available in FY 23.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Eligible applicants include LEAs. TA is provided.
For Additional Information	https://www.grants.gov/view-opportunity.html?oppId=335504
Point of Contact	Sanzanna.Dean@acf.hhs.gov Or the point of contact listed at the bottom of this link: View Opportunity	GRANTS.GOV

Program	Family-to-Family Health Information Centers (F2F HIC)
Funding Mechanism	Competitive grant
Description	Provides information, education, technical assistance, and peer support to families of children and youth with special health care needs (CYSHCN) and the professionals who serve them. The goal of the F2F HIC Program is to promote optimal health and well-being for CYSHCN and their families by advancing a well-functioning system of services in which families and health professionals partner in health care decision-making.
How Funds Can Support Community School Activities	School personnel can contact their state F2F program for information on tools and resources to support the health-related needs of children and youth with special health care needs and their families. Below is the link to identify F2Fs in specific states: https://familyvoices.org/affiliates/. Funds potentially could be leveraged by schools to enhance early screening for special healthcare need, linkage to care, family support for adequate insurance and funding to pay for services, and training support for MCH workforce.
Timing or Status	The next round of funding is anticipated in FY 2027.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Eligible applicants include any public or private entity. Technical assistance webinars are available to potential applicants.
For Additional Information	Children and Youth with Special Health Care Needs (CYSHCN)	MCHB (hrsa.gov)
Point of Contact	JTeel@hrsa.gov

Program	Human Trafficking Youth Prevention Education (HTYPE) Demonstration Program
Funding Mechanism	Competitive grant
Description	Funds LEAs to develop and implement programs to prevent human trafficking victimization through the provision of skills-based human trafficking training and education for school staff and students, and develop protocols for referrals to community-based services and local law enforcement.
How Funds Can Support Community School Activities	HTYPE requires community coordination in equipping educators and other staff to identify and respond to signs that students are at high risk of or are currently experiencing human trafficking building student knowledge, skills, and resilience.
Timing or Status	The next round of funding will be available in FY 23.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Eligible applicants include LEAs. Technical assistance for HTYPE recipients is available through the National Human Trafficking Training and Technical Assistance Center.
For Additional Information	https://www.acf.hhs.gov/otip/grant-funding/htype-human-trafficking-youth-prevention-education-demonstration-program
Point of Contact	kimberly.casey@acf.hhs.gov

Program	Health Center Program: School-Based Service Expansion
Funding Mechanism	Competitive grant
Description	Grants expand access to health center services for children and adolescents through Health Center Program service delivery sites located at schools.
How funds can support community school activities	Health centers coordinate with schools to provide health services at school-based service delivery sites. Funding can be used to support a Health Center Program school-based service site located in a community school.
Timing or Status	Next funding deadline unknown. This funding is contingent upon the final FY 23 appropriation.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Eligibility is limited to Health Center Program award recipients.

	Schools, school districts, or state educational agencies are not eligible applicants. Health centers are able to partner with community schools in their service area. See https://findahealthcenter.hrsa.gov/ to locate nearby health centers.
For Additional Information	https://bphc.hrsa.gov/funding/funding-opportunities/school-based-service-expansion
Point of Contact	BPHC Contact Form select "funding" → "applications for NOFOs"

Program	Street Outreach Program (SOP)
Funding Mechanism	Competitive
Description	Provides street-based services to runaway, homeless, and street youth (RHY) who have been subjected to or are at risk of being subjected to sexual abuse, prostitution, sexual exploitation, and severe forms of human trafficking in persons.
How Funds Can Support Community School Activities	Community schools can partner with RHY SOP grantees to provide wraparound supports to students and their families, including for youth who have runaway or are in need of services such as clothing, hygiene, and basic health care. The SOP provides street-based services to RHY who have been subjected to or are at risk of being subjected to sexual abuse, prostitution, sexual exploitation, and severe forms of human trafficking in persons. Community schools who partner with RHY grantees can enhance the ability to identify youth at risk of homelessness and provide supports to youth in need.
Timing or Status	The next round of funding will be available in FY 23.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Eligible applicants include LEAs. TA is provided.
For Additional Information	Please visit https://www.grants.gov/view-opportunity.html?oppId=335492
Point of Contact	Sanzanna.Dean@acf.hhs.gov Please also see the contact information at this link: Street Outreach Program	The Administration for Children and Families (hhs.gov)

Child Care

Program	Child Care and Development Fund (CCDF)
Funding Mechanism	Formula Grant

Description	Provides formula grants to states, territories, and tribes to help low-income working families pay for child care and to improve the quality of child care for all children. The program serves children under age 13.
How Funds Can Support Community School Activities	States may choose to use CCDF funds to support the provision of child care at schools, including out-of-school time care such as before- and after-school and summer programs.
Timing or Status	Funding is provided annually to states, territories, and tribes with approved plans. States, territories, and tribes submit plans for federal approval every three years.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Although schools and school districts are not eligible applicants, they may be sub-granted funding from states, territories and tribes.
For Additional Information	https://www.acf.hhs.gov/occ; https://childcareta.acf.hhs.gov/sites/default/files/public/coordinating-ccdf-21stcclc-services.pdf https://childcareta.acf.hhs.gov/ncase-resource-library
Point of Contact	https://www.acf.hhs.gov/occ/contact-information/office-child-care-regional-program-managers

Program	Head Start
Funding Mechanism	Competitive grant
Description	Administers grant funding and oversight to 1,600 public and private nonprofit and for-profit agencies that provide Head Start services. Head Start provides comprehensive services to include areas for education and child development; family well-being; parent, family, and community engagement; health and wellness (nutrition, dental, physical, behavioral health); services to children with disabilities; services to pregnant people; cultural and linguistic responsiveness; transportation; program management and fiscal operations; and transitions to other learning sessions.
How Funds Can Support Community School Activities	Community schools can partner with Head Start and other early care education providers to build comprehensive and continuous services.
Timing or Status	The grants are awarded every 5 years. Additional grant opportunities become available as increased funding becomes available.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Community Schools can identify local Head Start providers in their communities, with whom partnerships can be established to build comprehensive and continuous services to support family well-being; parent, family, and community engagement; health and wellness (nutrition, dental, physical, behavioral health); and transitions to other learning sessions. The Head Start locator found at the webpage below is a user-friendly tool.

For Additional Information	Grants	The Administration for Children and Families (hhs.gov)
Point of Contact	amanda.bryans@acf.hhs.gov

Drug-Free Communities and Treatment Services

Program	Drug-Free Communities (DFC) Support Program Grants
Funding Mechanism	Competitive
Description	The DFC Support Program has two goals: Establish and strengthen collaboration among communities, public and private non-profit agencies; as well as federal, state, local, and tribal governments to support the efforts of community coalitions working to prevent and reduce substance use among youth*. Reduce substance use among youth and, over time, reduce substance abuse among adults by addressing the factors in a community that increase the risk of substance abuse and promoting the factors that minimize the risk of substance abuse.
How Funds Can Support Community School Activities	The DFC program provides grants to community coalitions to strengthen the infrastructure among local partners to create and sustain a reduction in local youth substance use.
Timing or Status	Grants are funded on an annual basis. NOFOs will be published in early 2023.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Technical assistance webinars and communities of practice are available to grantees. Applicant webinars are also provided to potential applicants.
For Additional Information	Drug-Free Communities Support Program	Drug Overdose	CDC Injury Center and Drug-Free Communities Support Program	ONDCP	The White House
Point of Contact	kvoetsch@cdc.gov or DFC_NOFO@cdc.gov

Program	Enhancement and Expansion of Treatment and Recovery (aka Youth and Family Tree Grants)
Funding Mechanism	Competitive grant
Description	Helps to enhance and expand comprehensive treatment, early intervention, and recovery support services for adolescents (ages 12-18), transitional aged youth (ages 16-25), and their families/primary caregivers with substance use disorders (SUD) and/or co-occurring substance use and mental disorders.
How Funds Can Support Community School Activities	Schools are eligible to apply for funds to provide a comprehensive, family-centered, trauma-informed, evidence-based, coordinated, and

	integrated outpatient system of care, which includes early intervention and recovery support services, to meet the complex needs of the population of focus. The services should include screening, assessment, treatment, and wraparound services, and must be provided in outpatient, intensive outpatient, or day treatment settings.
Timing or Status	This grant is expected to be funded again, on an annual basis.
Other Information (Technical Assistance, Community School Coordinator, etc.)	These activities are not provided with this grant.
For Additional Information	https://www.samhsa.gov/grants/grant-announcements/ti-18-010
Point of Contact	andrea.harris@samhsa.hhs.gov Or the point of contact listed at this link: Enhancement and Expansion of Treatment and Recovery Services for Adolescents, Transitional Aged Youth, and their Families | SAMHSA

Program	Substance Abuse and Prevention Block Grant (SABG)
Funding Mechanism	State block grant
Description	The Substance Abuse Prevention and Treatment Block Grant (SABG) program provides funds to all 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, 6 Pacific jurisdictions, and 1 tribal entity to prevent and treat substance abuse. The SABG program's objective is to help plan, implement, and evaluate activities that prevent and treat substance abuse.
How Funds Can Support Community School Activities	This includes the development and delivery of such SUD services in school-based settings and includes those SUD services and supports that are specifically designed for school-based populations, that are both supported and encouraged for the use of SABG funding. Services that would not be allowable for the use of SABG funds would be regular K-12 curriculum-based public or private educational services that are the distinct funding responsibility of school systems, not SUD prevention and treatment programs.
Timing or Status	Next cycle FY 2023.
Other Information (Technical Assistance, Community School Coordinator, etc.)	The Synar Amendment to the 1992 Alcohol, Drug Abuse, and Mental Health Administration Reorganization Act (PL 102-321) aims to decrease youth access to tobacco. SAMHSA oversees the implementation of the amendment. https://www.samhsa.gov/synar
For Additional Information	https://www.samhsa.gov/grants/block-grants/sabg
Point of Contact	spencer.clark@samhsa.hhs.gov

	Or the relevant point of contact listed here: Substance Abuse Prevention and Treatment Block Grant (SABG) Contacts | SAMHSA

Program	Sober Truth on Preventing Underage Drinking (STOP) Act Grants
Funding Mechanism	Competitive Grants
Description	The purpose of the STOP Act Grants is to prevent and reduce alcohol use among youth and young adults ages 12-20 in communities throughout the United States. The program aims to: (1) address norms regarding alcohol use by youth; (2) reduce opportunities for underage drinking; (3) create changes in underage drinking enforcement efforts; (4) address penalties for underage use, and/or; (5) reduce negative consequences associated with underage drinking (e.g., motor vehicle crashes, sexual assaults). In addition, applicants will build on the strategic planning framework processes that were developed under a Drug Free Communities (DFC) grant.
How Funds Can Support Community School Activities	Eligibility for this program is statutory limited to domestic public and private nonprofit entities that are current or former DFC Support Program recipients. An important aspect of the required activities is to enhance capacity and effectiveness in addressing underage drinking in the community. Integral to the work of community coalitions is the requirement to work with representatives from 12 sectors to ensure that a broad range of community expertise is including but is not limited to schools, youth-serving organizations, state or local agencies, and other local organizations.
Timing or Status	The next round of funding will be in Fiscal Year 2023.
Other Information (Technical Assistance, Community School Coordinator, etc.)	
For Additional Information	https://www.samhsa.gov/grants/grant-announcements/sp-22-006
Point of Contact	Fred.Volpe@samhsa.hhs.gov

Or the relevant point of contact listed here: Sober Truth on Preventing Underage Drinking Act Grants \| SAMHSA |

Program	Strategic Prevention Framework-Partnerships for Success (SFP PFS)
Funding Mechanism	Competitive Grants
Description	The purpose of this grant program is to help reduce the onset and progression of substance misuse and its related problems by supporting the development and delivery of state and community substance misuse prevention and mental health promotion services. The SPF-PFS program

	is grounded in the Strategic Prevention Framework (SPF), a community engagement model grounded in public health principles, including being data-driven, and focused on providing evidence-based services to high-risk underserved communities. SPF-PFS grant recipients focus on strengthening state and community-level prevention capacity to identify and address local substance use prevention concerns, such as underage drinking, marijuana, tobacco, electronic cigarettes, opioids, and heroin. Using local, state, and national substance use public health data, recipients will identify prevention priorities in their communities, and develop and implement strategies to prevent the misuse of substances and promote mental health and well-being among youth and adults. Recipients will utilize a data-driven approach to identify underserved communities and at-risk sub-populations of focus.
How Funds Can Support Community School Activities	SPF-PFS grant recipients implement strategies to prevent the misuse of substances and promote mental health and well-being to youth and young adults through community-level prevention initiatives. Grant recipients often partner with schools to deliver evidence-based programs and practices such as Too Good for Drugs, Botvin Life Skills Training for Schools, Families and Communities, and Red Ribbon Week.
Timing or Status	The next round of funding will be in Fiscal Year 2023.
Other Information (Technical Assistance, Community School Coordinator, etc.)	
For Additional Information	https://www.samhsa.gov/grants/grant-announcements/sp-22-004
Point of Contact	Damaris.Richardson@samhsa.hhs.gov Or the relevant point of contact listed here: Strategic Prevention Framework-Partnerships for Success | SAMHSA

Program	State Opioid Response (SOR) Program
Funding Mechanism	Competitive Grant
Description	The purpose of this program is to address the opioid overdose crisis by providing resources to states and territories for increasing access to FDA-approved medications for the treatment of opioid use disorder (OUD), and for supporting the continuum of prevention, harm reduction, treatment, and recovery support services for OUD and other concurrent substance use disorders. The SOR program also supports the continuum of care for stimulant misuse and use disorders, including for cocaine and methamphetamine. The SOR program aims to help reduce unmet treatment needs and opioid-related overdose deaths across America.

How Funds Can Support Community School Activities	SOR grantees are <u>required</u> to implement school-based prevention programs and outreach. While only states are eligible for SOR grants, they in turn fund these activities through sub-awards.
	Prevention interventions such as: Too Good for Drugs, PAX Good Behavioral Game, Encourage, Empower, Engage (E3), and Botvin Life Skills Training for Schools, Families and Communities.
Timing or Status	This is a two-year grant program.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Opioid Response Network (ORN), https://opioidresponsenetwork.org
For Additional Information	https://www.samhsa.gov/grants/grant-announcements/ti-22-005
Point of Contact	danielle.johnson@samhsa.hhs.gov
	Or the relevant point of contact listed here: State Opioid Response (SOR) Grants | SAMHSA

Native Language Supports

Program	Native Languages - Esther Martinez Immersion Grant Program
Funding Mechanism	Competitive grant
Description	Provides funding for community-based projects that ensure continuing vitality of Native languages through immersion-based instruction.
How Funds Can Support Community School Activities	As one example, these funds could support the active family and community engagement pillar by supporting a family's learning of a Native language through immersion instruction.
Timing or Status	The next round of funding will be available in FY 23.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Please note: Only tribal schools and Native American non-profits (with majority Native American board) would be eligible for ANA funding to support community schools. Board members must be more than 50% Native American to be eligible.
For Additional Information	https://www.acf.hhs.gov/ana
Point of Contact	carmelia.strickland@acf.hhs.gov
	Or click on the relevant grant program at this link, and then view the relevant point of contact: Funding Opportunities | The Administration for Children and Families (hhs.gov)

Program	Native Languages - Preservation and Maintenance Grant Program
Funding Mechanism	Competitive grant
Description	Provides funding for projects designed to ensure continuing vitality of Native American languages. This program allows for a broad array of Native language related projects including establishing a language program, improvements to an existing program, and the development of language instruction and activities.
How Funds Can Support Community School Activities	As one example, these funds could support the active family and community engagement pillar by supporting a family's learning of a Native language through immersion instruction.
Timing or Status	The next round of funding will be available in FY 23.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Please note: Only tribal schools and Native American non-profits would be eligible for ANA funding to support community schools. Board members must be more than 50% Native American to be eligible.
For Additional Information	Administration for Native Americans (ANA) | The Administration for Children and Families (hhs.gov)
Point of Contact	carmelia.strickland@acf.hhs.gov Or click on the relevant grant program at this link, and then view the relevant point of contact: Funding Opportunities | The Administration for Children and Families (hhs.gov)

Mentoring & Refugee Supports

Program	Refugee Support Services - Youth Mentoring (YM) Program
Funding Mechanism	Formula
Description	The YM program provides services to eligible individuals between the ages of 15 and 24 to promote positive civic and social engagement and support individual educational and vocational advancement of eligible youth, through the matching of eligible youth to positive adult mentors. Funding for YM is awarded to states and Replacement Designees (RDs). This funding can only support Office of Refugee Resettlement (ORR)-eligible populations, delineated within ORR Policy Letters 16-01, 22-01, and 22-13.
How Funds Can Support Community School Activities	This programming could be paired with programming that exists in schools for those youth who are still enrolled in secondary education settings. The programming goes beyond basic education components

	and focuses on mentoring and on life skills that will help in the youth's holistic development and foster connection to their community.
Timing or Status	Funding is issued annually to states and RDs.
Other Information (Technical Assistance, Community School Coordinator, etc.)	While schools, school districts, and SEAs are not eligible applicants, they can be sub-granted funds.
For Additional Information	https://www.acf.hhs.gov/sites/default/files/documents/orr/orr-pl-22-09-youth-mentoring-program-2021-12-08.pdf
Point of Contact	lauren.edwards@acf.hhs.gov Or RefugeePolicy@acf.hhs.gov

Program	Afghan Refugee Support Services - Support to Schools (S2S)
Funding Mechanism	Formula[15]
Description	The S2S program provides funding to support schools impacted by the influx of Afghan school-aged children. States must direct all S2S funding to either a state educational agency or one or more local educational agencies to enhance school districts' capacity to promote academic performance and successful integration of eligible Afghan youth. Funding for this program is awarded to states and Replacement Designees.
How Funds Can Support Community School Activities	ORR's funding is meant to support newcomers' needs holistically, by offering specialized programming for the youth, including through programming during non-school hours, connections and outreach to families, and enhancing the capacity of the schools through training and resources for educators and leadership.
Timing or Status	The next round of funding will be announced on 9/30/2024.
Other Information (Technical Assistance, Community School Coordinator, etc.)	This funding can only support select ORR-eligible Afghan populations: for more information, see ORR Policy Letter 22-01. While schools, school districts, and SEAs are not eligible applicants, they can be sub-granted funds.
For Additional Information	https://www.acf.hhs.gov/sites/default/files/documents/orr/ORR-PL-22-12-ARSI-Support-to-Schools-Initiative.pdf
Point of Contact	lauren.edwards@acf.hhs.gov

[15]Formula grants are the primary way by which federal education funding flows to states, districts, and schools. One well-known example of a formula grant in K-12 education is the Title I program for low-income schools. Competitive grants, on the other hand, mean that applicants must meet a list of criteria, and must compete against other states, schools, or districts for the award (grant). See Federal Funding for Formula and Competitive Grants | NASSP for more information.

	Or email refugeepolicy@acf.hhs.gov

Department of Housing and Urban Development (HUD)

Neighborhood Revitalization & Housing Supports

Program	Choice Neighborhoods
Funding Mechanism	Choice Neighborhoods is an annual competitive grant opportunity providing both planning and implementation grants that local governments, Public Housing Authorities, and Tribal Entities are eligible to apply for.
Description	Choice Neighborhoods is a comprehensive neighborhood redevelopment program, focused primarily on providing funding to redevelop specifically defined distressed HUD-assisted housing projects located in eligible low-income neighborhoods. Up to 15-20% of grant funds may be used by grantees for supportive services, these services (such as case management or social service referrals) are limited to the residents of the targeted HUD-assisted housing project.
How Funds Can Support Community School Activities	For the purposes of this toolkit, the Choice Neighborhoods Program could be useful as a co-located resource to help revitalize neighborhoods surrounding schools. However, Choice Neighborhood funding is expressly not allowed to fund schools or school facilities.
	Most Choice neighborhood funding must be used for revitalizing target distressed housing. Up to 15% of a Choice Neighborhood grant can be used for neighborhood revitalization efforts (e.g. commercial revitalization, homeownership, parks) that can support the neighborhoods surrounding the target housing development. Between 15% and 20% of a Choice grant may be used for supportive services. These services must follow the residents of target housing, and cannot support school-wide programming.
	Community schools can engage with their local governments, public housing authorities, or Tribal entities as they are submitting planning grants for the Choice Neighborhoods program, so that the impacts of revitalization on community schools are considered.
	To facilitate this work, HUD's Choice Neighborhoods Office will work to match current Community Schools with current Choice Neighborhoods grantees to further strengthen potential coordination and will share

	information about Community Schools opportunities and collaboration through the Choice Neighborhoods newsletter.
	HUD's Choice Neighborhoods office will also send out a promotion of the Community Schools funding announcements to their newsletter listserv, which reaches Choice grantees. This includes including potentially doing a spotlight that would provide more information about what Community Schools are and how they can work with a Choice Neighborhoods.
Timing or Status	The FY 22 Choice Neighborhoods Notice of Funding Opportunity is currently live, with applications due in January of 2023 and can be found here: Search Grants | GRANTS.GOV
Other Information (Technical Assistance, Community School Coordinator, etc.)	See above for technical considerations.
For Additional Information	https://www.hud.gov/cn
Point of Contact	Kyleen.M.Hashim@hud.gov

Program	Community Development Block Grant (CDBG)
Funding Mechanism	Annual formula block grant to more than 1,200 metropolitan cities, urban counties, states, and insular areas.
Description	The CDBG program's primary objective is the development of viable urban communities, by providing decent housing and a suitable living environment and expanding economic opportunities, principally for persons of low and moderate income.
How Funds Can Support Community School Activities	CDBG grantees may choose to assist a wide range of public services, subject to an annual cap, that assist low- and moderate-income persons and families.
Timing or Status	Congress appropriates funding for CDBG annually. After HUD announces the formula allocations, each grantee submits an annual Action Plan that includes its funding choices within the wide range available in the program (from housing rehabilitation, public facility construction and rehabilitation, assistance to small businesses, public services, planning, and others).

Other Information (Technical Assistance, Community School Coordinator, etc.)	CDBG grantees may choose to direct some portion of their funds to schools for a range of public services that can support students, their families, and the broader community.
	Schools, school districts, and SEAs are not eligible applicants, but may be eligible subrecipients of CDBG grantees.
	HUD will issue FAQs to clarify that the program's funds can be used to support community school activities. HUD will also point to existing guidance on how to fund public services with CDBG.
For Additional Information	Explore CDBG: https://www.hudexchange.info/programs/cdbg/cdbg-ta-products/#all-products
Point of Contact	Interested schools, school districts, and SEAs may contact their local CDBG grantee by using this look-up page, then clicking "by Program" and the "CDBG: Community Development Block Grant Program" box and pressing the "Search" button. https://www.hudexchange.info/grantees/#/byProgram

Program	Moving To Work (MTW)
Funding Mechanism	N/A, this is a demonstration program that some public housing authorities (PHA) participate in.
Description	MTW is a demonstration program for PHAs that provides them the opportunity to design and test innovative, locally designed strategies that use federal dollars more efficiently, help residents find employment and become self-sufficient, and increase housing choices for low-income families. MTW allows PHAs exemptions from many existing public housing and section 8 tenant-based voucher rental assistance requirements and provides funding flexibility with how they use certain Federal funds. PHAs in the MTW demonstration have pioneered a number of innovative policy interventions that have been proven to be successful at the local level, and subsequently rolled out to the rest of the country's PHAs. Currently, there are 126 MTW PHAs nationwide.
How Funds Can Support Community School Activities	Some MTW agencies have created educational partnerships in their communities. However, MTW PHAs cannot use Section 8 and Section 9 funding for schools or school facilities. There are a number of prominent initiatives taking place at MTW agencies. Tacoma Housing Authority was the pioneer in this effort and the Council of Large Public Housing Authorities (CLPHA) has also highlighted this work, launching the *Housing Is* Initiative. The initiative focuses on what MTW PHAs and non-

MTW PHAs are doing in the education space. More info can be found here: **https://clpha.org/housing-education.**

- **Tacoma Housing Authority's (THA) Regional Approach for Special Purpose Housing:** In late 2020, THA, Tacoma Public Schools (TPS), and Pierce County expanded a pre-existing regional partnership to launch the Tacoma Schools Housing Assistance Program (TSHAP). TPS families identified as McKinney-Vento are referred to the contracted provider who engages them in a creative conversation to identify their needs and potential solutions to their housing challenges. Potential interventions include one-time prevention supports, diversion, or Rapid Rehousing, depending on a family's particular needs.

- **San Diego Housing Commission's Monarch School Project:** Using Broader Uses of Funds Authority, SDHC created a pilot program to provide housing subsidy to homeless families with minors enrolled in Monarch School. The school is a public-private partnership between the San Diego County Office of Education and the nonprofit Monarch School Project, a 501(c)(3) corporation. The Achievement Academy delivers work readiness services (such as job placement and training) to the adult family members. The project now utilizes the Coordinated Entry System (CES) for programmatic referrals.

- **Keene Housing's Kids Collaborative (KHKC):** The KHKC is a 501(c)(3) non-profit organization KH created in 2015 to provide educational and other services to children living in KH owned or managed properties, as well as children living in privately owned housing with assistance from MTW Housing Choice, Non-Elderly Disabled, or Mainstream voucher. KHKC has already forged important partnerships with various providers of educational, social, athletic, and other programming for children, with an initial focus on preschool to elementary-aged children. KHKC is engaging local academics with interest in issues of child development and generational poverty to study how KHKC's interventions with support from KH can affect the economic outcomes of children living in KH-assisted housing.

Community Schools should consult with their local PHA to see if they are a MTW participant, and if so explore partnership models like those highlighted above.

HUD will highlight these and other models of MTW PHA's partnering with school districts on their website to facilitate the sharing of models.

Timing or Status	N/A
Other Information (Technical Assistance, Community School Coordinator, etc.)	Community Schools should consult the HUD website to see if their local PHA is participating in the MTW demonstration program. Moving to Work (MTW) - Participating Agencies | HUD.gov / U.S. Department of Housing and Urban Development (HUD)
For Additional Information	https://www.hud.gov/mtw
Point of Contact	Moving to Work (MTW) - Participating Agencies | HUD.gov / U.S. Department of Housing and Urban Development (HUD)

Homelessness Services

Program	Continuum of Care (COC) Program
Funding Mechanism	CoC funding is administered through an annual competitive grant that nonprofits, states, localities, territories and Tribal governments can apply for.
Description	The CoC Program is designed to promote communitywide commitment to the goal of ending homelessness, and will provide housing assistance for individuals and families at risk of homelessness.
How Funds Can Support Community School Activities	The CoC program promotes community-wide commitment to the goal of ending homelessness. The program provides funding for efforts by nonprofit providers and state and local governments to quickly rehouse homeless individuals and families while minimizing the trauma and dislocation caused to homeless individuals, families, and communities by homelessness. Community schools are encouraged to be included as CoC members and can serve on CoC boards depending on local governance.
Timing or Status	This is an annual competitive grant. For FY 22, program registration opened in Spring and the NOFO itself opened up in Summer and closed in September.
Other Information (Technical Assistance, Community School Coordinator, etc.)	It is possible for Community Schools to apply to receive "supportive services only" grants (or be a subrecipient) to do coordinated entry work. In this case, the Community School would submit a project application to the CoC for inclusion in the consolidated application. The CoC reviews all project applications and ranks them. Those that rank highly enough would be included in the consolidated application that is submitted to HUD. It is possible, for example, for a CoC to designate a school that has a high concentration of homeless students to be a site or organization that

	does coordinated entry intake and referrals (to be one of the intake points for the homeless system). It is worth noting, as context, that every school is already federally required to have a McKinney-Vento liaison to be the homelessness coordinator (to assess homelessness among students, report data, coordinate educational and service needs) and there is funding from Department of Education that goes towards this purpose. CoC funding would be supplemental to that funding.
For Additional Information	https://www.hud.gov/program_offices/comm_planning/coc
Point of Contact	The national inbox for CoC inquiries is: SNAPS@hud.gov.

Program	Youth Homelessness Demonstration Program (YHDP)
Funding Mechanism	Competitive grant
Description	The YHDP is an initiative designed to reduce the number of youth experiencing homelessness. The goal of the YHDP is to support selected communities, including rural, suburban, and urban areas across the United States, in the development and implementation of a coordinated community approach to preventing and ending youth homelessness.
How Funds Can Support Community School Activities	HUD and its partners have several case studies of integrating YHDP and other homeless response funding with K-12 resources, including: • Incorporating Education into Coordinated Community Responses to Youth and Young Adult Homelessness: Lessons from the Youth Homelessness Demonstration Program: https://nche.ed.gov/wp-content/uploads/2021/03/yhdp-round3-summary-profile.pdf • 100-Day Challenge Case Study: Suburban Cook County, IL - Collaboration With School Districts: https://files.hudexchange.info/resources/documents/100-Day-Challenge-Case-Study-Suburban-Cook-County-IL-Collaboration-With-School-Districts.pdf
Timing or Status	HUD announced the latest round of YHDP grantees this fall (2022); community schools and state educational agencies should look to see if their community is included and, if so, should reach out to the YHDP lead to join the planning efforts. The next NOFO for YHDP community designation will be published in early 2023.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Please note: YHDP funds must be used to assist students who are experiencing homelessness under HUD's definition of homeless. In general, k-12 schools use the McKinney Vento definition of homeless, which is somewhat broader than HUD's definition; however, several YHDP communities have leveraged YHDP funds to make connections between homeless liaisons in schools and homeless response systems to

	work on helping youth who may qualify under both programs, including system navigation and connections to housing resources.
	State educational agencies and some school districts are eligible applicants (individual schools may not apply directly).
	Technical assistance is available. YHDP communities receive in-depth TA, including TA specifically focused on integrating education providers and schools into the YHDP work. Additionally, eligible applicants can request technical assistance with their youth homeless response system through the HUDExchange (https://www.hudexchange.info/program-support/technical-assistance/).
For Additional Information	https://www.hud.gov/program_offices/comm_planning/yhdp
Point of Contact	Nili.Soni@hud.gov

Department of the Interior

Program	Tribally-Controlled School Grants (Public Law 100-297)
Funding Mechanism	Formula grant
Description	Public Law 100-297 allowed schools to become a tribally controlled school governed by a Board of Trustees. This law provides for more management and leadership flexibility to Tribes in the area of operational and administration educational programs.
How Funds Can Support Community School Activities	In general, grants provided can help defray, at the discretion of the school board of the tribally controlled school with respect to which the grant is provided, expenditures for: school operations, academic, educational, residential, guidance and counseling, and administrative purposes; and support services for the school, including transportation.
Timing or Status	Funding is available on an annual basis.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Under Public Law 100-297, Indian tribes may enter into a Public Law 100-297 grant agreements with Indian Affairs (IA) if: 1) The tribe operates a school under a Public Law 93-638 contract agreement and elects instead to operate the school under a grant agreement. 2) The tribe operates other tribally controlled schools that are eligible for assistance; or 3) The tribe elects to assume operation of IA-funded schools under a grant agreement. Technical assistance is available.

For Additional Information	Please see https://www.bie.edu/sites/default/files/documents/idc2-087683.pdf and Tribally-Controlled Schools | Bureau of Indian Education (bie.edu).
Point of Contact	kimberly.corkin@bie.edu

Department of Labor (DOL)

Workforce Development Programming & Services

Program	Work Opportunity in Rural Communities
Funding Mechanism	Competitive grant
Description	Facilitate the alignment of workforce development efforts with existing economic development strategies in rural communities hard hit by economic transition and recovering slowly. This grant program is administered cooperatively with the Appalachian Regional Commission, Delta Regional Authority, and Northern Border Regional Commission.
How Funds Can Support Community School Activities	Community schools could use this grant to provide workforce development programming and supportive services to family members of students, and connect K-12 workforce preparations to career development for parents and neighbors.
Timing or Status	Estimated Funding Opportunity Announcement in Spring 2023, with awards in late summer 2023.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Eligible applicants include: • Nonprofits that do not have a 501(c)(3) status with the IRS, other than institutions of higher education • County governments • State governments • Native American tribal organizations (other than Federally recognized tribal governments) • Nonprofits having a 501(c)(3) status with the IRS, other than institutions of higher education • Public and State controlled institutions of higher education • City or township governments • Special district governments • Native American tribal governments (Federally recognized) • Private institutions of higher education
For Additional Information	https://www.grants.gov/view-opportunity.html?oppId=336549 and https://www.dol.gov/agencies/eta/dislocated-workers/grants/workforce-opportunity
Point of Contact	Kight.Robert@dol.gov

Program	Indian and Native American Programs - Employment and Training
Funding Mechanism	Grant competition every four years, with priority eligibility for Federally-recognized tribes.
Description	Support employment and training activities for Indian, Alaska Native, and Native Hawaiian individuals in order to: develop more fully the academic, occupational, and literacy skills of such individuals; make such individuals more competitive in the workforce and equip them with the entrepreneurial skills necessary for successful self-employment; and promote the economic and social development of Indian, Alaska Native, and Native Hawaiian communities.
How Funds Can Support Community School Activities	Indian and Native American grants can be used for a wide range of workforce development services and supports, and partnerships with community schools to deliver workforce services to family members and neighbors are an allowable use of funds.
Timing or Status	This grant will next be competed in approximately summer 2025.
Other Information (Technical Assistance, Community School Coordinator, etc.)	
For Additional Information	https://www.grants.gov/view-opportunity.html?oppId=336573 and https://www.dol.gov/agencies/eta/dinap
Point of Contact	dinap@dol.gov

Services to Connect Youth to Employment, Education, & Training Opportunities

Program	WIOA Youth Program
Funding Mechanism	Formula grant
Description	Under Title I of the Workforce Innovation and Opportunity Act of 2014 (WIOA), formula funds are provided to states and outlying areas, states in turn provide local workforce areas resources to deliver a comprehensive array of youth services that focus on assisting out-of-school youth and in-school youth with one or more barriers to employment prepare for post-secondary education and employment opportunities, attain educational and/or skills training credentials, and secure employment with career/promotional opportunities. Local

	workforce boards can contract out to local youth providers that *may* include local educational institutions.
How Funds Can Support Community School Activities	Funds can be used to connect students ages 14-24 to employment and training opportunities through American Job Centers (AJCs) and its partners. Funds could compliment a community schools model where workforce development funds could be used to align resources and supports. For example, schools and workforce development agencies could partner to leverage supportive services, mentoring, leadership development activities and other educational and employment-related services for WIOA eligible youth. Community Schools funding can support the addition of supportive services such as a mental health counselor, case manager, or similar services.
Timing or Status	Visit www.servicelocator.org to find the local workforce boards and AJCs to discuss opportunities for partnership. Funds are distributed by formula to states in April of each year. Local workforce development boards determine how the funds are allocated in keeping with the WIOA legislation which emphasizes services for opportunity youth.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Technical assistance will be provided to community schools through an email and a webinar, the latter of which will occur in 2023. The webinar will allow DOL to highlight relationships working in rural areas and discuss other opportunities, such as mental health coordination and support of opportunity youth, for community school involvement. ETA will further provide guidance to Job Corps programs through the Policy Requirements Handbook (PRH), to promote future partnership and collaboration with community schools. American Job Centers, www.careeronestop.org; www.youth.workforcegps.org
For Additional Information	WIOA Youth Formula Program | U.S. Department of Labor (dol.gov)
Point of Contact	Youth.services@dol.gov

Program	YouthBuild Grant Program
Funding Mechanism	Competitive grant
Description	Fund community-based alternative education programs for youth between the ages of 16 and 24 who left high school prior to graduation that also have other risk factors, including being an adjudicated youth, youth aging out of foster care, youth with disabilities, migrant

	farmworker youth, youth experiencing housing instability, and other disadvantaged youth populations.
How Funds Can Support Community School Activities	Community schools are encouraged to refer eligible young adults to the YouthBuild program to receive education and employment related services. Community schools may also apply for the YouthBuild funding opportunity announcements.
Timing or Status	Annual funding opportunity announcements are posted on Grants.gov and www.dol.gov/grants.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Please note: eligible applicants vary according to the grant description for each year. Please see [Department of Labor Grants | U.S. Department of Labor (dol.gov)](Department of Labor Grants	U.S. Department of Labor (dol.gov)) for more information on each year's eligible applicants. For information on the YouthBuild grant awardees from 2021, please see this document: YouthBUILD Grant Awards (dol.gov).
For Additional Information	See https://www.grants.gov/view-opportunity.html?oppId=336698 and [Department of Labor Grants | U.S. Department of Labor (dol.gov)](Department of Labor Grants	U.S. Department of Labor (dol.gov)) for information on the available grants each year.
Point of Contact	youth.build@dol.gov

Department of Justice (DOJ)

Program	Enhancing School Capacity to Address Youth Violence
Funding Mechanism	Competitive Grant
Description	The OJJDP Enhancing School Capacity to Address Youth Violence program supports targeted efforts to address youth violence through implementing evidence-based prevention and intervention efforts in a school-based setting (K – 12th grade only). The goals of the program are to: (1) reduce the incidence of school violence through improved school safety and climate and (2) prevent youth violence, delinquency, and victimization in the targeted community.
How Funds Can Support Community School Activities	This program supports efforts to develop or enhance capacity to address youth violence and victimization through school-based programming and interventions targeting student and community needs. Through this initiative, OJJDP expects applicants to utilize a collaborative approach between schools and community-based organizations (CBOs) to develop and implement effective strategies. Funded sites must adhere to three principles: (1) Relationships between schools and CBOs require open lines of communication and a shared commitment at the leadership

	level to accomplish the core goal of increasing school safety; (2) Key contributors to youth violence include risk factors within the individual, family, and school/community domains; (3) Families are critical partners in dealing with school violence, and their engagement is a critical ingredient for success. Each funded project site will identify a service network of CBOs that have experience in operating violence prevention and early intervention programs with youth and families. This cross-sector network will offer a bridge between families and the identified school(s) to prevent and reduce violence.
Timing or Status	The FY23 solicitation will likely be released in Spring 2023. Please check Office of Juvenile Justice and Delinquency Prevention funding opportunities at [Funding	Office of Juvenile Justice and Delinquency Prevention (ojp.gov)](#).
Other Information (Technical Assistance, Community Schools Coordinator, etc.)	
For Additional Information	[OJJDP FY 2022 Enhancing School Capacity To Address Youth Violence](#)
Point of Contact	[Kevonne.small3@uadoj.gov](#)

Program	Preventing School Violence: BJA's STOP School Violence Program
Funding Mechanism	Competitive Grant
Description	BJA's STOP School Violence Grant Program is designed to improve K-12 school safety by providing students and teachers with the tools they need to recognize, respond quickly to, and help prevent acts of violence and ensure a positive school climate. Eligible applicants may submit one application that includes proposals for one or more of the following areas: (1) Develop and operate technology solutions such as anonymous reporting systems for threats of school violence, including mobile telephone applications, hotlines, websites, or other school safety technology solutions, for accurate identification of danger (without resort to discriminatory stereotypes or violating privacy) or other technology solutions shown to improve school safety. (2) Develop and implement multidisciplinary behavioral threat assessment (BTA) and/or intervention teams. BTA and/or intervention teams BTA and/or intervention teams must be

	multidisciplinary and should coordinate with law enforcement agencies, behavioral health specialists, community stakeholders, and school personnel. (3) Train school personnel and educate students on preventing school violence, including strategies to improve a school climate, which may include training for school officials on intervening and responding to individuals in mental health crises, social emotional learning, anti-bullying prevention, suicide prevention, or other evidence-based programs that may improve school climate. (4) Specialized training for law enforcement who work in schools and/or with school-age populations such as school resource officers (SROs) and probation officers. Such training should include the basics of mental health awareness, conflict resolution, mediation, problem solving, mentoring principles, crisis intervention, youth development, implications of trauma, basic classroom instruction and expectations, integrated response training with mental health and school psychologists, family and parent engagement, and appropriate use of information. Non-training activities may include: policy development specific to law enforcement including on the parameters and limitations of the law enforcement role in educational settings; policy development and training to identify school disciplinary issues (which should be handled by teachers or school administrators) and situations where law enforcement may be necessary to protect physical safety. (5) Hiring of school support personnel such as climate specialists, school psychologists, school social workers, school-based violence interrupters, and others directly supporting the prevention of school violence. These hires can work independently in the school or as part of an SRO co-responder model.
Timing or Status	The FY23 solicitation will likely be released in Spring 2023.
Other Information (Technical Assistance, Community Schools Coordinator, etc.)	
For Additional Information	[Student, Teachers, and Officers Preventing (STOP) School Violence Program	Overview	Bureau of Justice Assistance (ojp.gov)](#)
Point of Contact	Rachel.brushett@usdoj.gov

Pillar 2: Active Family and Community Engagement

Active family and community engagement helps a community school better meet their local families' and students' needs. By way of example, since 2013, the national community schools strategy has transformed [Skokie Morton District 69](#) schools into neighborhood "hubs" where students from birth to eighth grade and their families can easily access an array of programs and resources right at school. Through partnerships with over 60 different organizations, District 69 provides **on-site resources** around four main areas **defined by family input**: early childhood education for children prenatal through age five; expanded learning opportunities before, during, and after school; family and community engagement cultivating meaningful connections among caregivers and community stakeholders; and health and wellness initiatives offering wraparound resources such as physical, social, and emotional services. Skokie Morton District 69 actively sought family input into their community school model, resulting in services tailored to their local area.

Corporation for National and Community Service ("AmeriCorps")

Program	Volunteer Generation Funds
Funding Mechanism	Competitive grant
Description	Help develop and support community-based entities to recruit, manage, and support volunteers. This program funds effective approaches that expand volunteering, strengthen the capacity of volunteer connector organizations to recruit and retain skill-based volunteers, and develop strategies to use volunteers effectively to solve problems. They can help bring many types of caring adults into school buildings, such as mentors; tutors; college success coaches; and others.
How Funds Can Support Community School Activities	See above.
Timing or Status	Awards are made annually. The FY 2023 competition has closed and recipients will be announced in early December 2022. The Volunteer Generation Fund grant opportunity is generally announced in the spring. State Service Commissions might have additional funding opportunities - https://www.statecommissions.org/state-service-commissions.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Technical assistance is offered during the application process. After an award is given, support is provided via AmeriCorps Portfolio Managers who also connect awardees to other grantees through Community of Practice.
For Additional Information	https://americorps.gov/funding-opportunity/fy-2023-volunteer-generation-fund
Point of Contact	volunteergeneration@cns.gov, (202) 606-3836

Department of Education

Program	Office of Indian Education Formula Grants

Funding Mechanism	Formula grant
Description	Supports comprehensive programs for American Indian and Alaska Native students that are designed to meet their unique cultural, language, and educational needs (e.g., *culturally responsive after-school programs, Native language classes, early childhood education, academic tutoring, wellness, career and college awareness, cultural workshops*).
How Funds Can Support Community School Activities	The Community School Coordinator could collaborate with an Indian Education Formula Grant Director and together advance the active family and community engagement pillar (e.g., *strengthening the participation of Tribal leaders, parents, guardians, and family members on the Indian Parent Committee; and fulfill project objectives as defined by the local needs assessment*).
Timing or Status	Prospective applicants can apply via the Electronic Application System for Indian Education (EASIE). The annual notice of funding opportunity is published on the Federal Register at www.federalregister.gov.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Eligible entities include LEAs, BIE schools, Indian Tribes, Indian Organizations, Indian Community Based Organizations, and/or Consortia of eligible entities. Learn how to apply at: https://easie.communities.ed.gov/#program/introduction-to-easie
For Additional Information	https://oese.ed.gov/offices/office-of-indian-education/
Point of Contact	julian.guerrero@ed.gov

Program	Title V, Part B (Small, Rural School Achievement) Grants
Funding Mechanism	Formula grant
Description	The U.S. Department of Education awards grants on a formula basis to eligible LEAs to address the unique needs of rural school districts. School districts may use Small, Rural School Achievement funds to pay for activities that are allowable under Title I, Part A, Title II, Part A, Title III, Title IV, Part A, and Title IV, Part B of the ESEA.
How Funds Can Support Community School Activities	Grants may support a wide variety of community school activities, including, but not limited to parenting skills programs that promote parental involvement and family literacy, counseling, school-based mental health programs, partnership programs with outside health care entities, and mentoring services.
Timing or Status	An eligible LEA must apply for grant funds each year. Please check the Federal Register under NIAs competition at: www.federalregister.gov for the next round.
Other Information (Technical Assistance, Community School Coordinator, etc.)	See the Uses of Funds Guide for the Small Rural School Achievement and Rural Low-Income Schools (RLIS) programs to better understand the allowable uses of funds specific to each program.

| | This grant is specifically awarded to LEAs serving small and rural communities.

Applicants should contact the point of contact or check the website for application webinars. |
| --- | --- |
| **For Additional Information** | https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/rural-education-achievement-program/small-rural-school-achievement-program/ |
| **Point of Contact** | reap@ed.gov |

Program	Title V, Part B (Rural and Low-income School) Grants
Funding Mechanism	Formula grant
Description	Awards are issued annually to SEAs, which make subgrants to LEAs that meet the eligibility requirements. School districts may use RLIS funds to pay for activities that are allowable under Title I, Part A, Title II, Part A, Title III, and Title IV, Part A of the ESEA, as well as parental involvement activities.
How Funds Can Support Community School Activities	Grants may support a wide variety of community school activities, including, but not limited to counseling, school-based mental health programs, partnership programs with outside health care entities, mentoring services, and other strategies to improve students' nonacademic skills. Rural and low-income school grants can also support parental advisory councils and support other activities that allow parents to participate in school-related meetings and training sessions.
Timing or Status	Funds are awarded annually.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Grants are made to SEAs with eligible school districts. SEAs subgrant RLIS funds to eligible school districts. If a State elects to not participate in the RLIS program, eligible LEAs from that State are considered specially qualified agencies and may apply directly to the Department for RLIS grants.
For Additional Information	https://oese.ed.gov/offices/office-of-formula-grants/rural-insular-native-achievement-programs/rural-education-achievement-program/rural-and-low-income-school-program/
Point of Contact	reap@ed.gov

Department of Health and Human Services (HHS)

Program	Rural Health Network Development Planning Program

Funding Mechanism	Competitive grant
Description	Supports 1 year of planning and brings together key parts of a rural health care delivery system, particularly those entities that may not have collaborated in the past, to establish and/or improve local capacity in order to strengthen rural community health interventions, and enhance care coordination. Potential applicants and network partners could include schools and/or school-based clinics.
How Funds Can Support Community School Activities	Funds can be used in a variety of ways to support community schools, depending on the focus area that grantees choose, such as mental health, dissemination of information on community schools to Network Planning grantees who focus on this population, etc. Please note: The purpose of this program is to promote the planning and development of formal integrated health networks and does not support the provision of direct services. This is a planning grant.
Timing or Status	The FY 2023 NOFO was released on October 5, 2022.
Other Information (Technical Assistance, Community School Coordinator, etc.)	A technical assistance webinar is held during the application period to provide guidance and information on the application process and program requirements.
For Additional Information	Rural Health Network Development Planning Program	HRSA
Point of Contact	nosian@hrsa.gov

Program	Temporary Assistance for Needy Families (TANF)
Funding Mechanism	Block grant
Description	Provide states, territories, and tribes with flexibility in operating cash assistance programs, employment and training assistance, and related services designed to help families with children build family economic mobility and wellbeing.
How Funds Can Support Community School Activities	TANF can support workforce services and adult education courses for parents and efforts to connect parents to broader economic supports, including public benefits or other resources to meet their basic needs.
Timing or Status	States, territories, and tribes determine their funding structures
Other Information (Technical Assistance, Community School Coordinator, etc.)	Schools, school districts, and state educational agencies are not eligible applicants.
For Additional Information	https://www.acf.hhs.gov/ofa/programs/tanf/about
Point of Contact	deborah.list@acf.hhs.gov or info.OFA@acf.hhs.gov

	Or find your state's point of contact information here: About TANF	The Administration for Children and Families (hhs.gov)

Program	Title V Maternal and Child Health Services Block Grants to States
Funding Mechanism	Formula grant
Description	Creates federal/state partnerships that enable each state/jurisdiction to address the health services needs of its mothers, infants, and children, which includes children with special health care needs, and their families.
How Funds Can Support Community School Activities	States can support school-based health programs with Title V funding, if these programs address state maternal and child health priority needs.
Timing or Status	Title V grantees receive formula funds annually.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Based on a 5-year needs assessment of its maternal and child health population, each state determines how to best invest its federal Title V funds to address the priority needs of each individual state's maternal and child health population. In their annual report and application, state Title V Maternal and Child Health Block Grant Programs describe how the state allocates funding to address its state action plan to develop systems of care and ensure these systems are family-centered, community-based, and culturally competent.
For Additional Information	https://mchb.hrsa.gov/programs-impact/title-v-maternal-child-health-mch-block-grant
Point of Contact	cdykton@hrsa.gov

Or the point of contact listed here: Title V Maternal and Child Health (MCH) Block Grant | MCHB (hrsa.gov) |

Department of Justice (DOJ)

Program	Strategies To Support Children Exposed to Violence
Funding Mechanism	Competitive grant
Description	Provides funding for communities, including schools, to develop coordinated and comprehensive community-based approaches to assist children and their families who are exposed to violence build resilience and prevent future juvenile violence and delinquency.
How Funds Can Support Community School Activities	See below for eligible applicants that includes schools or entities that would support school services.

Timing or Status	Grant application runs from year- to- year. The grant was last offered on 04/06/2022. Please check Office of Juvenile Justice and Delinquency Prevention funding opportunities at [Funding	Office of Juvenile Justice and Delinquency Prevention (ojp.gov)](#).
Other Information (Technical Assistance, Community Schools Coordinator, etc.)	Eligible applicants include City or township governments, County governments, Independent school districts, Native American tribal governments (Federally recognized), Native American tribal organizations (other than Federally recognized tribal governments), Nonprofits having a 501(c)(3) status with the IRS, other than institutions of higher education, Nonprofits that do not have a 501(c)(3) status with the IRS, other than institutions of higher education, Private institutions of higher education, Public and State controlled institutions of higher education, Special district governments, State governments, and Other.
For Additional Information	https://ojjdp.ojp.gov/funding/fy2022/o-ojjdp-2022-171251
Point of Contact	Kevonne.small3@usdoj.gov

Pillar 3: Expanded and Enriched Learning Time and Opportunities

Organizations across the country are partnering with community schools to provide additional learning opportunities and supports to students. As one example, [United Way of Asheville-Buncombe County](#) has brought together **Community Resource Teams** comprised of students, family members, school staff, and community partners to support family and community engagement, volunteer recruitment, youth leadership, and school staff appreciation events. This group also sponsors **weekly in-person events** such as Homework Diners, which provide a free meal, foster student mentorship and student-parent connection, and facilitate access to community resources.

Corporation for National and Community Service ("AmeriCorps")

Program	AmeriCorps Seniors Foster Grandparent Program
Funding Mechanism	Non-competitive grant
Description	AmeriCorps Seniors Foster Grandparent Program is an intergenerational program that engages volunteers ages 55 and older in national service to provide one-on-one mentoring, tutoring, and social-emotional support to children who have special or exceptional needs or who have an academic, social, or financial disadvantage. Volunteers serve on

	average 5 to 40 hours per week. AmeriCorps Seniors Foster Grandparent volunteers (volunteers) commit to an ongoing relationship with the children they serve for an academic year or longer.
How Funds Can Support Community School Activities	Volunteers provide services such as helping children to read, providing one-on-one tutoring, mentoring underserved teenagers and youth, and reviewing school work to help children improve their academic performance.
Timing or Status	Pending funding, a NOFO is released annually. To find existing, funded programs in your area, visit the AmeriCorps Senior Pathfinder: https://americorps.gov/serve/americorps-seniors/americorps-seniors-pathfinder.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Volunteers can support a variety of activities in schools, including those aligned with all four pillars for community schools. Technical assistance is offered during the application process. Eligible applicants include national or local nonprofit organizations, schools, government agencies, and faith-based or community organizations.
For Additional Information	https://americorps.gov/partner/how-it-works/americorps-seniors-foster-grandparent-program
Point of Contact	seniors@americorps.gov

Program	AmeriCorps Seniors RSVP
Funding Mechanism	Competitive grant
Description	One of the largest senior volunteer organizations in the nation, the AmeriCorps Seniors RSVP program engages more than 145,000 people age 55 and older in a diverse range of activities. This flexible program can mobilize older adult volunteers to support short- and long-term projects.
How Funds Can Support Community School Activities	Volunteers serve by providing tutoring and mentoring to underresourced or disabled youth; assisting students from low-income backgrounds to prepare for college; and engaging underprivileged youth in STEM projects and exposing them to STEM professionals.
Timing or Status	RSVP is a competitive funding opportunity. The next competitive round of funding will be awarded in FY 2025. FYs 2023 and 2024 are non-competitive administrative renewal cycles for the current portfolio. To find existing, funded programs in your area, visit the AmeriCorps Senior Pathfinder: https://americorps.gov/serve/americorps-seniors/americorps-seniors-pathfinder.
Other Information (Technical Assistance, Community School Coordinator, etc.)	RSVP is one of the agency's most flexible grant programs. Organizations determine where the need is greatest and how volunteers can respond to the need as long as it falls within one of AmeriCorps' six focus areas:

	Disaster Services, Economic Opportunity, Environmental Stewardship, Education, Healthy Futures, and Veterans & Military Members. Volunteers recruit and manage other volunteers, mentor and tutor children, support workforce and job readiness skill development, provide disaster preparedness and mitigation assistance, and serve veterans and military families, among other critical community needs.
	Volunteers choose how, where, and when they want to serve, with commitments ranging from a few hours to 40 hours per week. There are no income restrictions and volunteers do not receive a stipend, but may be reimbursed for meals, mileage, and other costs related to their service. Volunteers receive accident, personal liability, and excess automobile liability insurance as well as community recognition.
For Additional Information	https://americorps.gov/partner/how-it-works/americorps-seniors-rsvp
Point of Contact	seniors@americorps.gov

Program	AmeriCorps State and National Competitive Grants
Funding Mechanism	Competitive grant
Description	Awarded to eligible organizations, including schools and LEAs, proposing to engage AmeriCorps members in evidence-based or evidence-informed interventions/practices to strengthen communities. Funds can be used to support AmeriCorps members, but cannot supplant existing staff.
How Funds Can Support Community School Activities	AmeriCorps members are engaged in direct service and capacity building. They can support programs at schools such as mentoring, tutoring, classroom instruction and support, improving attendance, providing college access support, increasing graduation rates, supporting after-school programming, and serving as a student success coach. They can strengthen volunteer management and recruitment, as well as conduct outreach and secure resources in support of service activities that meet the specific needs of the community school.
Timing or Status	The 2023 Notice of Funding Opportunity (NOFO) is currently available, and applications are due on 1/4/2023.

Organizations that propose to operate in only one state must apply through the Governor-appointed State or Territory Commissions. Each state and territory administers its own selection process and submits the applications it selects to compete for funding directly to AmeriCorps. Single-state applicant deadlines to State Commissions may be significantly before the AmeriCorps State and National deadline, thus prospective state applicants should contact the State Commission in the state or territory where they intend to apply as early as possible. |

Other Information (Technical Assistance, Community School Coordinator, etc.)	Though AmeriCorps members cannot supplant existing staff, corps members could serve as or support a Community School Coordinator.
	Several sessions are available to potential applicants to learn more about the NOFO, as well as best practices in developing performance measures, demonstrating evidence, developing a budget, and writing an evaluation plan. See the website below for information on dates and sessions.
For Additional Information	https://www.americorps.gov/funding-opportunity/fy-2023-americorps-state-national-grants
Point of Contact	americorpsgrants@cns.gov. Please note the city and state in your email.

Department of Defense (DOD)

Program	National Defense Education Program Funding Opportunities
Funding Mechanism	Competitive grant
Description	DoD STEM awards grants to a variety of organizations, including Pre-K-12 and higher education institutions, non-profits, and industry, that share the DoD STEM mission: to provide innovative learning opportunities in STEM education and outreach for students, teachers and other educators.
How Funds Can Support Community School Activities	This grant helps recipients obtain support for the management, development, implementation, research/evaluation, and furthering of new and existing partnerships between the Department of Defense and its National Defense Education Program (NDEP) Science, Technology, Engineering, and Mathematics (STEM) education and outreach activities, and other educational outreach efforts, as well as STEM workforce development initiatives across the K through College continuum, to include skilled trades and advanced manufacturing that do not require four-year degrees. The scope covers all 50 states, U.S. territories, and DoDEA schools.
Timing or Status	Dependent on Congressional allocation. When information becomes available, it can be found at dodstem.us.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Specific initiatives for each NDEP funding opportunity can be found in their individual posting. Additionally, the majority, if not all, funded programs support the FY 21-FY 25 DoD STEM Strategic Plan, in which Goal 1 is to "inspire community engagement in DoD STEM education programs and activities to provide meaningful STEM learning opportunities for students and educators." Previous awardees have included local educational agencies and school districts, to promote

| | STEM education in their communities. More information on the DoD STEM Strategic Plan can be found here: https://dodstem-assets.dodstem.us/files/DoD_STEM_Strategic_Plan_2021.pdf.

Awardees may be LEAs, IHEs, nonprofits, and others focused on activities related to STEM. These activities may also support resources necessary for community schools. |
|---|---|
| **For Additional Information** | More information found under CFDA 12.006: https://sam.gov/fal/d1fe678599d04fb8bd52aa78d6868d8f/view. Please also see Home | DoD STEM. |
| **Point of Contact** | osd.dodstem@mail.mil |

Program	DOD STARBASE
Funding Mechanism	Formula grant
Description	DoD STARBASE awards grants to all five branches of the military, including the reserve components, to inspire students to explore STEM careers.
How funds can support community school activities	Through DoD STARBASE, students participate in challenging "hands-on, minds-on" activities in STEM. They interact with military personnel to explore careers and observe STEM applications in the "real world." The program provides students with 25 hours of stimulating experiences at military installations across the nation including the U.S territories.
Timing or Status	Deadlines vary for these awards.
Other Information (Technical Assistance, Community School Coordinator, etc.)	DoD STARBASE's primary focus is the program for fifth graders. The goal is to motivate students to explore STEM opportunities as they continue their education. The academies serve students that are historically underrepresented in STEM. DoD STARBASE offerings have expanded to include STEM enrichment programs and activities that target 6th to 12th grade students.

Beneficiaries of these grants include local educational agencies, community schools, charter schools, private, parochial and home schools.

Technical assistance is provided. |
| **For Additional Information** | https://dodstarbase.org/ |
| **Point of Contact** | michael.j.otoole.civ@mail.mil |

Program	Department of the Navy (DON) STEM Education & Workforce Program
Funding Mechanism	Competitive grant
Description	DON STEM grants go to a range of entities including for pre-secondary and higher education, non-profits, and industry, that share the DON STEM mission to develop innovative solutions that directly maintain, and/or cultivate a diverse, world-class STEM workforce, by providing solutions that establish, build, and/or maintain STEM educational pathways of U.S. citizens directly relevant to DON's current and future workforce needs.
How Funds Can Support Community School Activities	Example 1: DON has a competitively-selected grant with the Orlando Science Center to educate the next generation of Navy through grassroots informal STEM education. This project will inspire, engage, and educate underrepresented youth (grades 6-12) from Central Florida's most distressed communities, building meaningful relationships with students, staff and partner organizations.
	Example 2: DON has a competitively-selected grant with the Fleet Science Center for Wraparound Services for STEM Learning (WSSL) in National City CA. WSSL will increase student, parent/caregiver, teacher, and community engagement in STEM learning through in-school education workshops, after-school STEM learning, parent workshops, family STEM activities, and STEM Professional Development for teachers.
Timing or Status	Annual cycle, typically White Papers are due around April each year.
Other Information (Technical Assistance, Community School Coordinator, etc.)	Activities will support the Naval STEM Strategy, align with and support the DoD and 2018 Federal STEM Strategic Plan, and may include participation of DON laboratories and installations.
	Grant recipients may be local educational entities, institutions of higher education, non-profits, and others focused on activities related to STEM, some possibly involving community schools.
	DON STEM Funding Opportunity Announcements (FOAs) and grants typically call for localized and community education and outreach efforts, described in the Secretary of the Navy Instruction 3900.45A on DON STEM policy and coordination.
	While the DON STEM FOAs typically are silent specifically about Community School Coordinators, it may be that a grant performer may include a coordinator in their grants work.
For Additional Information	https://www.nre.navy.mil/education-outreach/naval-stem
Point of Contact	michael.m.simpson15.civ@us/navy.mil

	Or navy_stem@navy.mil

Department of Education

Title IV, Part B

Program	Nita M. Lowey 21st Century Community Learning Centers
Funding Mechanism	Formula grants to SEAs. SEAs provide competitive subgrants to eligible entities, which are LEAs, community-based organizations, Indian tribes or tribal organizations, another public or private entity, or a consortium of two or more such agencies, organizations, or entities..
Description	Supports the creation or expansion of activities in community learning centers to provide academic enrichment opportunities and a broad array of additional services, programs, and activities for students and their families during non-school hours or periods when schools is not in session, such as before and after school or during summer recess. Applicants must target students who primarily attend schools with at least 40 percent poverty and receive competitive priority if they target services to students who attend schools implementing comprehensive or targeted support and improvement activities or other schools in need of interventions to improve student academic achievement.
How Funds Can Support Community School Activities	Funds can be used to support the following: academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services, well-rounded education activities, including such activities that enable students to be eligible for credit recovery or attainment; literacy education programs, including financial literacy programs and environmental literacy programs; programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs; services for individuals with disabilities; programs that provide after-school activities for students who are English learners that emphasize language skills and academic achievement; cultural programs; telecommunications and technology education programs; expanded library service hours; parenting skills programs that promote parental involvement and family literacy; programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; drug and violence prevention programs and counseling programs; programs that build skills in science, technology, engineering, and mathematics (referred to in this paragraph as `STEM'), including computer science, and that foster innovation in learning by supporting

	nontraditional STEM education teaching methods; and programs that partner with in-demand fields of the local workforce.
Timing or Status	Funds are awarded to SEAs by formula annually.
Other Information (Technical Assistance, Community Schools Coordinator, etc.)	
For Additional Information	https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/21st-century-community-learning-centers/
Point of Contact	21stcclc@ed.gov

Pillar 4: Collaborative Leadership Practices

Collaborative leadership teams – with representation from students, families, and community members – help establish shared trust and responsibility for a community school's success. One example of the successful implementation of collaborative leadership practices within a community school comes from California. The Los Angeles Education Partnership facilitates whole school and team professional development by training school staff in trauma informed practices that build trusting school climates and increase the health and well-being of staff, students, and community members.

Department of Education

Program	National Professional Development Program
Funding Mechanism	Competitive grants
Description	Provides professional development activities that will improve classroom instruction for English learners (ELs) and assist educational personnel working with such children to meet high professional standards, including standards for certification and licensure as teachers who work in language instruction educational programs or serve ELs
How Funds Can Support Community School Activities	Funds can be used for preservice programs for English learners at community schools where English learners are a focus.
Timing or Status	Grant Application runs from year- to- year. Please check the Federal Register under NIAs competition at: www.federalregister.gov for the next round. The last deadline was 4/29/2022.
Other Information (Technical Assistance, Community School Coordinator, etc.)	IHEs or public or private entities with relevant experience and capacity, in consortia with SEAs or LEAs can apply.
For Additional Information	https://www2.ed.gov/programs/nfdp/index.html
Point of Contact	Francisco.javier.lopez@ed.gov

	Or the point of contact listed here: [Contact -- National Professional Development Program (ed.gov)](#)

Program	Project Prevent
Funding Mechanism	Competitive grant
Description	Provides services to LEAs impacted by community violence and to expand the capacity of LEAs to implement community- and school-based strategies to help prevent community violence and mitigate the impacts of exposure to community violence.
How Funds Can Support Community School Activities	Applicants must address a range of activities including appropriately tailored professional development opportunities for LEA and school mental health staff; activities designed to improve the range, availability, and quality of culturally and linguistically-appropriate training; training for school community partners, youth, and families on the effects of exposure to community violence.
Timing or Status	Grant Application runs from year- to- year. Please check the Federal Register under NIAs competition at: www.federalregister.gov for the next round. The last round of funding was available 10/3/22.
Other Information (Technical Assistance, Community School Coordinator, etc.)	This Grant provides the opportunity for all students to be served, particularly low-income and at-risk students in community schools and schools abroad. Please refer to the Grants Website at www.ed.gov/programs/javits for more Frequent Asked Question (FAQ)
For Additional Information	https://oese.ed.gov/offices/office-of-formula-grants/safe-supportive-schools/project-prevent-grant-program/
Point of Contact	ProjectPrevent@ed.gov

Title II, Part A

Program	Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders (Title II, Part A)
Funding Mechanism	Formula grants to SEAs, formula subgrants to LEAs
Description	This program provides grants to SEAs and subgrants to LEAs to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student

	academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.
How Funds Can Support Community School Activities	LEAs may use Title II, Part A funds for activities to address the learning needs of all students consistent with the purpose of Title II, Part A, including, for example:
	- Providing high quality supplemental professional development (which must be sustained, job-embedded, and intensive, see ESEA section 8101(42)) for teachers, principals, and other school leaders that is focused on improving teaching and student learning and achievement, including supporting efforts to train teachers, principals, or other school leaders to effectively engage parents, families, and community partners, and coordinate services between school and community; - Developing and implementing initiatives to assist in recruiting, hiring, and retaining effective teachers, particularly in low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards, to improve within-district equity in the distribution of teachers; and - carrying out in-service training for school personnel in -- the techniques and supports needed to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness; the use of referral mechanisms that effectively link such children to appropriate treatment and intervention services in the school and in the community, where appropriate; forming partnerships between school-based mental health programs and public or private mental health organizations; and addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.
	See ESEA section 2103(b)(3) for a complete list of allowable uses of Title II, Part A funds for LEAs. In all cases, uses of Title II, Part A funds must be consistent with the statutory and regulatory requirements related to uses of funds, and they must be supplemental (i.e., must not supplant state or local funds).
Timing or Status	Funds are awarded to SEAs and LEAs by formula annually
Other Information (Technical Assistance, Community Schools Coordinator, etc.)	

For Additional Information	https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/instruction-state-grants-title-ii-part-a/
Point of Contact	OESE.TitleII-A@ed.gov

Section II. Key Tools and Resources

A. Department of Education Resources

Department of Education's (ED's) Community Schools Learning Series provides links to webinars and other resources from the Learning Policy Institute, the Coalition for Community Schools, and other groups. See General Resources - Office of Elementary and Secondary Education.

ED's Office of Elementary & Secondary Education webpage on community schools provides general information describing what community schools are and outlines research, strategies, and practices associated with effective community schools. See this PDF for additional information on research, strategies, and practices.

ED's list of sample grant recipients from its Full-Service Community Schools Program helps illustrate the different ways a community school might deliver resources to students:

1. Wayne County Community Schools
2. Los Angeles Education Partnership
3. United Way of Asheville & Buncombe County
4. District of Columbia Connected Schools
5. United Way of Erie County (Allentown School District)

ED also published **Frequently Asked Questions (FAQs)** on "Using American Rescue Plan Funding to Support Full-Service Community Schools & Related Strategies." This resource discusses the basics of community schools and details how ARP ESSER funds can be used to support existing and new full-service community schools.

B. Resources from Non-Governmental Organizations

This report from the **Brookings Institution,** titled "Community Schools Forward: Technical Assistance Needs Assessment," summarizes findings from a national study exploring community school technical assistance needs and assets. The report not only identifies the challenges participants identified about the community school model, but also suggests strategies to overcome these challenges, such as ensuring all stakeholders have the same understanding of community schools and their role within the model; developing mechanisms that invite democratic processes within a community school; and navigating multiple funding sources and "telling the story" to funders in a way that accurately reflects the work.

The Brookings Institution's Task Force on Next Generation Community Schools also published a blueprint for mayors, states, and the federal government about community schools. The blueprint recommends four steps to scale the next generation of community schools at the national level and advocates for sustained funding opportunities.

City Connects, an evidence-based intervention that helps teachers and schools provide integrated supports to address the needs of students in schools serving under-resourced neighborhoods and families, also provides suggestions for addressing the out-of-school factors that limit learning. They offer a model for how schools can come together to support their students and provide services that enrich students' lives.

Communities in Schools, which works across the country to surround students with communities of support and address the barriers students face, published their "2021 Community Matters Report" that summarizes how the schools they serve helped create more equitable learning conditions and provide support to students.

The **Learning Policy Institute's** community schools website contains a variety of publications and briefs on community schools.

The **New Mexico Public Education Department** published a "Community Schools and Extended Learning Bureau" brief, which includes information on the state's community schools; their locations; the grades they serve; their total enrollment; and how the four pillars of integrated student supports operate.

The **Partnership For the Future of Learning** brings together a diverse network of individuals and organizations with a deep commitment to an equitable, high-quality, public education system. See this PDF for a Community Schools Playbook developed by the Partnership.

WestEd, a nonpartisan research agency, published a report titled "Supporting California's Children Through a Whole Child Approach: A Field Guide for Creating Integrated, School-Based Systems of Care." This field guide includes guidance for both LEAs and state leaders, with details and implementation guidance on a wide variety of cross-sector initiatives to support the whole child.

Section III. Appendix

Additional Information on Community School Coordinators

The Community School Coordinator, or Community School Director, is a school leader who empowers, builds, creates, and develops relationships with school administrators, stakeholders, and community organizations in order to implement a community school strategy. The Community School Coordinator/Director bridges the relationships among all stakeholders to improve connectedness and surround students with the supports they need.

Specific responsibilities of a Community School Coordinator/Director may include:

Overseeing Student Service Delivery
- Work with the Principal, leadership team, and teachers to identify and coordinate academic, socioemotional, and health resources for students and their families
- Use the available tools and resources to track student progress toward the school's goals
- Collaborate with stakeholders to develop a clear and data-driven plan for the coordination and delivery of services and supports

Collaborating with Other School Leaders
- Collaborate with the Principal to effectively execute and maintain partnerships with the community
- Support school culture-building as a leadership team member and a member of the school community, in partnership with families, young people, and community stakeholders

Boosting Family and Community Engagement
- Form partnerships with agencies in the community that enrich the school environment and will provide services for children and families, such as mental health programs; afterschool activities; summer camps; art and sport programs; health/dental care; and mentoring
- Increase and strengthen family engagement initiatives and maintain regular communication with students' parents/caregivers
- Represent the school in community meetings and events including, but not limited to, socioemotional initiatives, homelessness, and community school improvement meetings

Hiring and Supervising Staff
- Hire and supervise all staff responsible for the delivery of out-of-school programming and other specialty services and projects

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For details about specific uses of funds, please contact the relevant federal agency, by referencing the points of contact identified in Section II.