

U.S. Department of Education Full-Service Community Schools Annual Performance Report

General Information

PR/Award #: X(Block 5 of the Grant Award Notification - 11
characters)

1. Grantee NCES ID #:
(See instructions. Up to 12 characters)

Project Title: X(Enter the same title as on the approved application.)

2. Grantee Name:
(Block 1 of the Grant Award notification)

3. Grantee Address:
(See instructions)

4. Project Director Information¹

Name: Title:

Phone #: Extension: Fax #:

Email Address:

Reporting Period Information

5. Reporting Period (Indicate the period covered by this report. This will also be the Current Budget Period in #8b, below)

From: Select month Select year To: Select month Select year

Budget Expenditures (To be completed by your Business Office. See instructions.)

6. Budget Expenditures

	Federal Grant Funds	Non-Federal Funds (Match/Cost Share)
a. Previous Budget Period (six-month period before Reporting Period in #7 above)	\$0	\$0
b. Current Budget Period (same as Reporting Period in #7 above)	\$0	\$0
c. Entire Project Period (for Final Performance Reports only)	\$0	\$0

Indirect Cost Information (To be completed by your Business Office. See instructions.)

7. Indirect Costs

- Are you claiming indirect costs under this grant? Yes No
- If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? Yes No
- If yes, provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From (mm/dd/yy): To (mm/dd/yy):
 Approving Federal Agency ED Other (please specify):
 Type of Rate (for Final Performance Reports only): Provisional Final Other (please specify):
- For Restricted Rate programs (check one) - Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement Complies with 34 CFR 76.564(c)(2)?

Human Subjects (Annual Institutional Review Board [IRB] Certification) (See instructions.)

- Is the annual certification Institutional Review Board (IRB) approval attached? Yes No N/A

Performance Measures Status and Certification

- By checking the following box, I certify that all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data: Date:

Name of authorized representative

Title of authorized representative

~~X~~ _____
Authorized Representative

Executive Summary

Please address each section of the executive summary listed below. Do not exceed two pages.

Project highlights:

Describe the inputs (resources and support from Full-Service Community Schools (FSCS) grantee, schools and partners), strategies and activities (pipeline services and strategies) and outputs (impact areas and indicators) for the project during this period.

Describe the short and medium term impacts the project has had during this period.

(If applicable) Describe any long-term impacts the project has had during this period.

Project Overview

Purpose

In accordance with the Education Department General Administrative Regulations (EDGAR), 34 CFR 75.253, recipients of multi-year discretionary grants must submit an annual performance report (APR) demonstrating that substantial progress has been made towards meeting the approved program objectives. In addition, discretionary grantees are required to report on their progress towards meeting the performance measures established for the Department grant program and any project-specific performance measures that were included in the grantees' approved grant applications. The Department will consider all of this information and data in determining whether recipients have demonstrated substantial progress.

Specific instructions and guidance for completing and submitting the APR are provided in the accompanying document, "Full-Service Community Schools: Guidance for Annual Performance Reports." Recipients of "forward funded" grants that awarded funds for their entire multi-year project up-front in a single grant award are also required to submit an APR following the instructions contained in the accompanying document. While individual information will typically not be disclosed outside of the U.S. Department of Education, there may be circumstances where information may be shared with a third party, such as a Freedom of Information Act request, court orders or subpoena, or if a breach or security incident occurs that affects information collected through this survey, etc. Failure to provide your contact information may limit the ability of the Department to contact you with questions.

Part I: Department Program Performance Measures

Department performance measure data are measures established for reporting to Congress under 34 CFR 75.110. The Full-Service Community Schools performance measure is defined as the percentage of unduplicated individuals targeted for services that receive services during each performance year. This means that each student, family member, and community member who participated in program services is counted only once, no matter how many services they participated in, or how many times they were served.

In this section, report the unduplicated number of individuals targeted for FSCS program participation (target number), and the total unduplicated number that participated in FSCS program services (actual number) in each population during the reporting period.

Student Data

Population	Target Number	Actual Number	Target Met?
Students			Select one

Explanation of Progress

Complete all sections.

Accomplishments:

Challenges Encountered:

Family Member Data

Population	Target Number	Actual Number	Target Met?
Family Members			Select one

Explanation of Progress

Complete all sections.

Accomplishments:

Challenges Encountered:

Community Member Data

Population	Target Number	Actual Number	Target Met?
Community members			Select one

Explanation of Progress

Complete all sections.

Accomplishments:

Challenges Encountered:

Part II: Pipeline Services Provided

Section 4625(e) of the Elementary and Secondary Education Act, as amended (ESEA) requires that FSCS grantees coordinate existing (as of the grant award date) pipeline services in not less than three of the following categories, and provide additional pipeline services in not less than two of the eight categories listed below, at two or more public elementary or secondary schools.

In this section, indicate whether the project provided services in each pipeline category during this reporting period. If the project provided services in a category during the reporting period, provide responses to questions 2-9 in that category.

Please note the following definitions when responding to questions 2-9:

- Newly added categories: Did the project add any new service categories during this reporting period? Please indicate which pipeline categories were added to the project during this reporting period.
- Number of times each type of service was provided to each population: This is equivalent to the total number of individuals in each population who received each service. **These numbers may be duplicative:** each individual who participated in multiple services, or in the same service multiple times, may be counted once for each occasion.
- Funding sources: Please indicate whether services in each category were provided using FSCS funding only, or braided with other funding sources. If braided, please indicate all other funding sources used to provide services in that category.

Project Pipeline Services

Did the FSCS project add any new service categories during this reporting period? Yes No

Service Categories

A. High quality early childhood education programs (this service is offered). Yes No

1. Did the program provide services in this category during this reporting period? Yes No
2. Was this category newly added to the project during the reporting period? Yes No
3. Number of times services in this category were provided to:

Students	Family Members	Community Members

Services Detail

4. Describe services provided in this category:
5. List any service partners:
6. Are services in this category evidence-based? Yes No
If yes, provide a brief description:
7. Have these services been evaluated? Yes No
If yes, provide a brief description:
8. Is there evidence of services in category A having substantial impact? Yes No Not Yet Determined
If yes, provide a brief description:
9. Please indicate funding sources used to provide services in this category: FSCS funds only OR
FSCS funds braided with funding from (check all that apply):

<input type="checkbox"/> Promise Neighborhoods	<input type="checkbox"/> Charter Schools	<input type="checkbox"/> HUD Choice Neighborhoods	<input type="checkbox"/> Community Health Centers	<input type="checkbox"/> Rural Development Initiative
<input type="checkbox"/> Gear Up	<input type="checkbox"/> 21 st CCLC	<input type="checkbox"/> Head Start	<input type="checkbox"/> Health Careers Opportunity Program	<input type="checkbox"/> Other (please specify):

B. High-quality school and out-of-school-time programs and strategies (this service is offered). Yes No

1. Did the program provide services in this category? Yes No
2. Was this category newly added to the project during the reporting period? Yes No
3. Number of times services in this category were provided to:

Students	Family Members	Community Members

Services Detail

4. Describe services provided in this category:
5. List any service partners:
6. Are services in this category evidence-based? Yes No
If yes, provide a brief description:
7. Have these services been evaluated? Yes No
If yes, provide a brief description:
8. Is there evidence of services in category B having substantial impact? Yes No Not Yet Determined
If yes, provide a brief description:
9. Please indicate funding sources used to provide services in this category: FSCS funds only OR
FSCS funds braided with funding from (check all that apply):

- Promise Neighborhoods
 Charter Schools
 HUD Choice Neighborhoods
 Community Health Centers
 Rural Development Initiative
 Gear Up
 21st CCLC
 Head Start
 Health Careers Opportunity Program
 Other (please specify):

C. Support for a child's transition to elementary school, from elementary school to middle school, from middle school to high school, and from high school into and through postsecondary education and into the workforce, including any comprehensive readiness assessment determined necessary (this service is offered). Yes No

1. Did the program provide services in this category? Yes No
2. Was this category newly added to the project during the reporting period? Yes No
3. Number of times services in this category were provided to:

Students	Family Members	Community Members

Services Detail

4. Describe services provided in this category:
5. List any service partners:
6. Are services in this category evidence-based? Yes No
If yes, provide a brief description:
7. Have these services been evaluated? Yes No
If yes, provide a brief description:
8. Is there evidence of services in category C having substantial impact? Yes No Not Yet Determined
If yes, provide a brief description:
9. Please indicate funding sources used to provide services in this category: FSCS funds only OR
FSCS funds braided with funding from (check all that apply):

- | | | | | |
|--|--|---|---|---|
| <input type="checkbox"/> Promise Neighborhoods | <input type="checkbox"/> Charter Schools | <input type="checkbox"/> HUD Choice Neighborhoods | <input type="checkbox"/> Community Health Centers | <input type="checkbox"/> Rural Development Initiative |
| <input type="checkbox"/> Gear Up | <input type="checkbox"/> 21 st CCLC | <input type="checkbox"/> Head Start | <input type="checkbox"/> Health Careers Opportunity Program | <input type="checkbox"/> Other (please specify): |

D. Family and community engagement and supports, which may include engaging or supporting families at school or at home (this service is offered).

Yes No

1. Did the program provide services in this category? Yes No
2. Was this category newly added to the project during the reporting period? Yes No
3. Number of times services in this category were provided to:

Students	Family Members	Community Members

Services Detail

4. Describe services provided in this category:
5. List any service partners:
6. Are services in this category evidence-based? Yes No
If yes, provide a brief description:
7. Have these services been evaluated? Yes No
If yes, provide a brief description:
8. Is there evidence of services in category D having substantial impact? Yes No Not Yet Determined
If yes, provide a brief description:
9. Please indicate funding sources used to provide services in this category: FSCS funds only OR
FSCS funds braided with funding from (check all that apply):

- | | | | | |
|--|--|---|---|---|
| <input type="checkbox"/> Promise Neighborhoods | <input type="checkbox"/> Charter Schools | <input type="checkbox"/> HUD Choice Neighborhoods | <input type="checkbox"/> Community Health Centers | <input type="checkbox"/> Rural Development Initiative |
| <input type="checkbox"/> Gear Up | <input type="checkbox"/> 21 st CCLC | <input type="checkbox"/> Head Start | <input type="checkbox"/> Health Careers Opportunity Program | <input type="checkbox"/> Other (please specify): |

E. Activities that support postsecondary and workforce readiness, which may include job training, internship opportunities, and career counseling. (this service is offered) Yes No

1. Did the program provide services in this category? Yes No
2. Was this category newly added to the project during the reporting period? Yes No
3. Number of times services in this category were provided to:

Students	Family Members	Community Members

Services Detail

4. Describe services provided in this category:
5. List any service partners:
6. Are services in this category evidence-based? Yes No
If yes, provide a brief description:
7. Have these services been evaluated? Yes No
If yes, provide a brief description:
8. Is there evidence of services in category E having substantial impact? Yes No Not Yet Determined
If yes, provide a brief description:
9. Please indicate funding sources used to provide services in this category: FSCS funds only OR
FSCS funds braided with funding from (check all that apply):

- Promise Neighborhoods
 Charter Schools
 HUD Choice Neighborhoods
 Community Health Centers
 Rural Development Initiative
 Gear Up
 21st CCLC
 Head Start
 Health Careers Opportunity Program
 Other (please specify):

F. Community-based support for students who have attended the schools in the area served by the pipeline, or students who are members of the community, facilitating their continued connection to the community and success in postsecondary education and the workforce. (this service is offered)

Yes No

1. Did the program provide services in this category? Yes No
2. Was this category newly added to the project during the reporting period? Yes No
3. Number of times services in this category were provided to:

Students	Family Members	Community Members

Services Detail

4. Describe services provided in this category:
5. List any service partners:
6. Are services in this category evidence-based? Yes No
If yes, provide a brief description:
7. Have these services been evaluated? Yes No
If yes, provide a brief description:
8. Is there evidence of services in category F having substantial impact? Yes No Not Yet Determined
If yes, provide a brief description:
9. Please indicate funding sources used to provide services in this category: FSCS funds only OR
FSCS funds braided with funding from (check all that apply):

- | | | | | |
|--|--|---|---|---|
| <input type="checkbox"/> Promise Neighborhoods | <input type="checkbox"/> Charter Schools | <input type="checkbox"/> HUD Choice Neighborhoods | <input type="checkbox"/> Community Health Centers | <input type="checkbox"/> Rural Development Initiative |
| <input type="checkbox"/> Gear Up | <input type="checkbox"/> 21 st CCLC | <input type="checkbox"/> Head Start | <input type="checkbox"/> Health Careers Opportunity Program | <input type="checkbox"/> Other (please specify): |

G. Social, health, nutrition, and mental health services and supports. (this service is offered) Yes No

1. Did the program provide services in this category? Yes No
2. Was this category newly added to the project during the reporting period? Yes No
3. Number of times services in this category were provided to:

Students	Family Members	Community Members

Services Detail

4. Describe services provided in this category:
5. List any service partners:
6. Are services in this category evidence-based? Yes No
If yes, provide a brief description:
7. Have these services been evaluated? Yes No
If yes, provide a brief description:
8. Is there evidence of services in category G having substantial impact? Yes No Not Yet Determined
If yes, provide a brief description:
9. Please indicate funding sources used to provide services in this category: FSCS funds only OR
FSCS funds braided with funding from (check all that apply):

- Promise Neighborhoods
 Charter Schools
 HUD Choice Neighborhoods
 Community Health Centers
 Rural Development Initiative
 Gear Up
 21st CCLC
 Head Start
 Health Careers Opportunity Program
 Other (please specify):

H. Juvenile crime prevention and rehabilitation programs. (this service is offered) Yes No

1. Did the program provide services in this category? Yes No
2. Was this category newly added to the project during the reporting period? Yes No
3. Number of times services in this category were provided to:

Students	Family Members	Community Members

Services Detail

4. Describe services provided in this category:
5. List any service partners:
6. Are services in this category evidence-based? Yes No
If yes, provide a brief description:
7. Have these services been evaluated? Yes No
If yes, provide a brief description:
8. Is there evidence of services in category H having substantial impact? Yes No Not Yet Determined
If yes, provide a brief description:
9. Please indicate funding sources used to provide services in this category: FSCS funds only OR
FSCS funds braided with funding from (check all that apply):

<input type="checkbox"/> Promise Neighborhoods	<input type="checkbox"/> Charter Schools	<input type="checkbox"/> HUD Choice Neighborhoods	<input type="checkbox"/> Community Health Centers	<input type="checkbox"/> Rural Development Initiative
<input type="checkbox"/> Gear Up	<input type="checkbox"/> 21 st CCLC	<input type="checkbox"/> Head Start	<input type="checkbox"/> Health Careers Opportunity Program	<input type="checkbox"/> Other (please specify):

Services Summary

Identify the three most robust service categories provided by this project during the reporting period and provide a brief paragraph describing each.

Service 1:

Service 2:

Service 3:

Have there been any changes to the types of services provided during this project period? Yes No

If yes, please explain.

Part III: Locally-Developed Indicators

Please complete the following information for all locally-developed indicators.

Reporting Item #6 - *Changes in School Spending Information*

Explanation of Progress:

Challenges Faced:

Reporting Item #7 - *School Climate information, which may come from student, parent, or teacher surveys*

Explanation of Progress:

Challenges Faced:

Reporting Item #8 - *Provision of integrated student supports and stakeholder services*

Explanation of Progress:

Challenges Faced:

Reporting Item #9 - *Expanded and enriched learning time and opportunities*

Explanation of Progress:

Challenges Faced:

Reporting Item #10 - ***Family and community engagement efforts***

Explanation of Progress:

Challenges Faced:

Reporting Item #11 - ***Collaborative leadership and practice strategies***

Explanation of Progress:

Challenges Faced:

Reporting Item #12 - ***Regularly convening or engaging all initiative-level partners***

Explanation of Progress:

Challenges Faced:

Reporting Item #13 - ***Organizing school personnel and community partners***

Explanation of Progress:

Challenges Faced:

Reporting Item #14 - ***Regular Assessment of Program Quality and Progress***

Explanation of Progress:

Challenges Faced:

Part IV: Budget Information

The budget expenditure information must be completed by the project's business office.

U.S. Department of Education Funds: Non-Construction Programs

Budget Categories	Approved Budget (Entire project year)	Expenditures (This reporting period)	Anticipated Costs for remainder of budget period	Total (Expenditures plus Anticipated Costs)	Carryover (At the end of the project year)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Construction					
8. Other					
9. Total Direct Costs (Lines 1-8)					
10. Indirect Costs					
11. Training Stipends					
12. Total Costs (Lines 1-11)					

Non-Federal Funds

Budget Categories	Approved Budget (Entire project year)	Expenditures (This reporting period)	Anticipated Costs (Next reporting period)	Total (Expenditures plus Anticipated Costs)	Carryover (At the end of the project year)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies					
6. Contractual					
7. Construction					
8. Other					
9. Total Direct Costs (Lines 1-8)					
10. Indirect Costs					
11. Training Stipends					
12. Total Costs (Lines 1-11)					

Additional Information

Please provide an explanation if funds have not been drawn down from the G5 System to pay for the budget expenditure amounts reported in items 8a. - 8c of the Cover Sheet:

Please provide an explanation if you **did not** expend funds at the expected rate during the reporting period:

Describe any significant changes to your budget resulting from modification of project activities:

Please describe any changes to your budget that affected your ability to achieve your approved project activities and/or project objectives:

Do you expect to have any unexpended (carryover) funds at the end of the current budget period? Yes No

If yes, please explain why, provide an estimate, and indicate how you plan to use the unexpended funds in the next budget period:

Describe any anticipated changes in your budget for the next budget period that require prior approval from the Department (see EDGAR, 34 CFR 74.25 and 80.30, as applicable):

Budget Report

Instructions

1. Provide an itemized budget breakdown, and justification by project year, for each budget category. For grant projects that will be divided into two or more separately budgeted major activities or sub-projects, show for each budget category of a project year the breakdown of the specific expenses attributable to each sub-project or activity.
2. For non-Federal funds or resources that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:
 - a. The specific costs or contributions by budget category;
 - b. The source of the costs or contributions; and
 - c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review the Department's general cost sharing and matching regulations, which include specific limitations, in 34 CFR 74.23, applicable to non-governmental entities, and 80.24, applicable to governments, and as well as 2 CFR 200.306 of the Uniform Guidance.

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
4. If you are requesting reimbursement for indirect costs, this information is to be completed by your Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which you are applying and/or your approved Indirect Cost Rate Agreement, some direct cost budget categories in your grant application budget may not be included in the base and multiplied by your indirect cost rate. For example, you must multiply the indirect cost rates of "Training grants" (34 CFR 75.562) and grants under programs with "Supplement not Supplant" requirements ("Restricted Rate" programs) by a "modified total direct cost" (MTDC) base (34 CFR 75.563 or 76.563). Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.

When calculating indirect costs for training grants" or grants under restricted rate programs, you must refer to the information and examples on ED's website at <http://www.ed.gov/fund/grant/apply/appforms/appforms.html>.

You may also contact IndirectCostDivision@ed.gov for additional information regarding calculating indirect cost rates or general indirect cost rate information.

5. Provide other explanations or comments you deem necessary.

Do not exceed two pages.

Part V: Participating Schools

Please use Part V of this APR form for each of your participating schools. For instructions on the tables below, see the accompanying Full-Service Community Schools Guidance for Annual Performance Reports document.

School Information

Participating school #1: School name:

School Description (Provide a short description about this school)

Does this school have a full-time FSCS coordinator? Yes No

School location (*see instructions for definitions*): Select school location

Does this school have a Title I designation? Yes No

Under the Elementary and Secondary Education Act(ESEA), has this school been identified as eligible for:

Comprehensive Support and Improvement?

Targeted Support and Improvement?

Please indicate school type: Select school type

If type is "other" please specify:

Please check all grades served by this school:

Pre-K K 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

Provision of Services and School Demographics

Please complete the key demographic data table below for each school. For this reporting period, please provide:

- 1.a # of unduplicated students who received FSCS program services (target number and actual number)
- 1.b # of unduplicated family members participating in FSCS program services (target number and actual number)
- 1.c # of unduplicated community members participating in FSCS program services (target number and actual number)
- 1.d # of unduplicated individuals participating in FSCS program services (target number and actual number)

NOTE: Please provide information for both Hispanic origin and race. For this report, Hispanic origins are not races. Hispanic origin can be viewed as the heritage, nationality, lineage, or country of birth of the person or the person's parents or ancestors before arriving in the United States. People who identify as Hispanic, Latino, or Spanish may be any race. Total students served in each section (race, ethnicity) should match, as should total school population in each section.

Provision of Services and School Demographics Data

Category	# of Students Receiving Services	# of Family Members Participating in Services	# of community members Participating in Services	# of individuals Participating in Services
Total Students				
Race				
White				
Black or African American				
American Indian or Alaska Native				
Asian				
Native Hawaiian or Other Pacific Islander				
Two or more Races				
Total (Race)				
Ethnicity				
Hispanic, Latino, or Spanish origin				
Not Hispanic, Latino, or Spanish origin				
Total (Ethnicity)				
ESL				
Free/Reduced Lunch				

Challenges Encountered:

Attendance and Chronic Absenteeism

Definition – Students are considered chronically absent after missing 10 percent or more of the school year.

Please complete the key chronic absenteeism data table below for each school. For this reporting period, please provide:

- 2.a # and % of students in grantee schools who have missed 10% or more of the school year for any reason (i.e., excused, unexcused, and suspensions) disaggregated by ESSA subgroups (e.g., race, ethnicity, and socioeconomic status)

Chronic Absenteeism Data

Category	# of Students Chronically Absent	% of Population Chronically Absent
Total Students		
Race		
White		
Black or African American		
American Indian or Alaska Native		
Asian		
Native Hawaiian or Other Pacific Islander		
Two or more Races		
Total (Race)		
Ethnicity		
Hispanic, Latino, or Spanish origin		
Not Hispanic, Latino, or Spanish origin		
Total (Ethnicity)		
ESL		
Free/Reduced Lunch		

Challenges Encountered:

School Discipline

Definition – Student discipline includes actions that formally or informally remove students from a class, school, or other educational program or activity for violating a school rule or code of conduct. While these practices are often implemented to keep students accountable for their actions and keep schools safe, they can also hinder students' ability to learn and grow. Student discipline may include detentions, disciplinary transfers, and referrals to law enforcement. For the purposes of performance reporting for FSCS grantees, this indicator focuses on suspensions and expulsions.

Please complete the key school discipline data table below for each school. For this reporting period, please provide:

- 3.a # and % of students in grantee schools who received one or more out-of-school suspensions disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)
- 3.b # and % of students in grantee schools who received one or more in- or out-of-school suspensions disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)
- 3.c # and % of students in grantee schools who received one or more expulsions disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)

Category	# of Students out-of-school Suspended	% of Students out-of-school Suspended	# of Students in-or out-of-school Suspended	% of Students in-or out-of-school Suspended	# of Students Expelled	% of Students Expelled
Total Students						
Race						
White						
Black or African American						
American Indian or Alaska Native						
Asian						
Native Hawaiian or Other Pacific Islander						
Two or more Races						
Total (Race)						
Ethnicity						
Hispanic, Latino, or Spanish origin						
Not Hispanic, Latino, or Spanish origin						
Total (Ethnicity)						
ESL						
Free/Reduced Lunch						

School Discipline Data

Challenges Encountered:

Information on the Number, Qualifications, and Retention of School Staff

Definition – This indicator measures key characteristics of education staff that drive student success. All staff members working in schools bring their own unique backgrounds and characteristics, including their preparation, experience, gender, race, and ethnicity. For the purposes of this data collection, staff characteristics will prioritize information on:

- the number and percentage of fully certified teachers, as defined by each grantee’s state, disaggregated by race and ethnicity,
- rates of teacher turnover, as measured by the number and percentage of teachers returning to the school annually,
- the retention of school staff as measured by the number and percentage of staff returning to the school annually,
- teacher experience as measured by the average number of years of experience.

Please complete the key staff characteristic data table below for each school. For this reporting period, please provide:

- 4.a *Teacher certification* - # and % of fully certified teachers, disaggregated by race and ethnicity
- 4.b *Teacher turnover* - # and % of teachers leaving the school annually
- 4.c *Teacher retention* - # and % teachers returning to the school annually
- 4.d *Leader retention* - # and % of school leadership returning to the school annually
- 4.e # and % of certified principals, disaggregated by race and ethnicity
- 4.f Average number of years for school staff working at each community school (disaggregated by teacher, administrator, and support).
- 4.g *Teacher experience* - Average number of years of experience for teachers

Data on the Number, Qualifications, and Retention of School Staff

Category	Fully certified teachers		Teachers leaving the school annually		Teachers returning to the school annually		School leadership returning to the school annually		Certified principals		Avg. years working at school (teacher, administrator, and support staff)			Avg. years of teacher experience (R)
	#	%	#	%	#	%	#	%	#	%	teacher	admin	staff	
Total Staff														
Race														
White														
Black or African American														
American Indian or Alaska Native														
Asian														
Native Hawaiian or Other Pacific Islander														
Two or more Races														
Total (Race)														
Ethnicity														
Hispanic, Latino, or Spanish origin														
Not Hispanic, Latino, or Spanish origin														
Total (Ethnicity)														

Challenges Encountered:

Students On-track to Graduate and Graduation Rates

Definition – This indicator measures students who are on-track to graduate based on gaining a requisite number of credits or progressing to the next grade on time.

For Non-High Schools

(Optional) # and % students who are on-track to graduate?

Definition – This indicator measures the adjusted cohort graduation rate (ACGR), which according to the National Center for Education Statistics is “the percentage of students in their adjusted cohort who graduate within 4 years with a regular high school diploma. State education agencies calculate the ACGR by identifying the “cohort” of first-time 9th-graders in a particular school year. The cohort is then adjusted by adding any students who immigrate from another country or transfer into the cohort after 9th grade and subtracting any students who transfer out, emigrate to another country, or die.”

For High Schools

- 5.a Four-year adjusted cohort graduation rate (total average and disaggregated by school)
- 5.b Four-year adjusted cohort graduate rate disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)

Data on Graduation Rates or Students On-track to Graduate

Category	For Non-HS: # of students on-track to graduate (optional)	For Non-HS: % of students on-track to graduate (optional)	For HS: 4-year ACGR total average	For HS: 4-year ACGR
Total Students				
Race				
White				
Black or African American				
American Indian or Alaska Native				
Asian				
Native Hawaiian or Other Pacific Islander				
Two or more Races				
Total (Race)				
Ethnicity				
Hispanic, Latino, or Spanish origin				
Not Hispanic, Latino, or Spanish origin				
Total (Ethnicity)				
ESL				
Free/Reduced Lunch				

Challenges Encountered:

School Information

Participating school #2: School name:

School Description (Provide a short description about this school)

Does this school have a full-time FSCS coordinator? Yes No

School location (*see instructions for definitions*): Select school location

Does this school have a Title I designation? Yes No

Under the Elementary and Secondary Education Act(ESEA), has this school been identified as eligible for:

Comprehensive Support and Improvement?

Targeted Support and Improvement?

Please indicate school type: Select school type

If type is "other" please specify:

Please check all grades served by this school:

Pre-K K 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

Provision of Services and School Demographics

Please complete the key demographic data table below for each school. For this reporting period, please provide:

- 1.a # of unduplicated students who received FSCS program services (target number and actual number)
- 1.b # of unduplicated family members participating in FSCS program services (target number and actual number)
- 1.c # of unduplicated community members participating in FSCS program services (target number and actual number)
- 1.d # of unduplicated individuals participating in FSCS program services (target number and actual number)

NOTE: Please provide information for both Hispanic origin and race. For this report, Hispanic origins are not races. Hispanic origin can be viewed as the heritage, nationality, lineage, or country of birth of the person or the person's parents or ancestors before arriving in the United States. People who identify as Hispanic, Latino, or Spanish may be any race. Total students served in each section (race, ethnicity) should match, as should total school population in each section.

Provision of Services and School Demographics Data

Category	# of Students Receiving Services	# of Family Members Participating in Services	# of community members Participating in Services	# of individuals Participating in Services
Total Students				
Race				
White				
Black or African American				
American Indian or Alaska Native				
Asian				
Native Hawaiian or Other Pacific Islander				
Two or more Races				
Total (Race)				
Ethnicity				
Hispanic, Latino, or Spanish origin				
Not Hispanic, Latino, or Spanish origin				
Total (Ethnicity)				
ESL				
Free/Reduced Lunch				

Challenges Encountered:

Attendance and Chronic Absenteeism

Definition – Students are considered chronically absent after missing 10 percent or more of the school year.

Please complete the key chronic absenteeism data table below for each school. For this reporting period, please provide:

- 2.a # and % of students in grantee schools who have missed 10% or more of the school year for any reason (i.e., excused, unexcused, and suspensions) disaggregated by ESSA subgroups (e.g., race, ethnicity, and socioeconomic status)

Chronic Absenteeism Data

Category	# of Students Chronically Absent	% of Population Chronically Absent
Total Students		
Race		
White		
Black or African American		
American Indian or Alaska Native		
Asian		
Native Hawaiian or Other Pacific Islander		
Two or more Races		
Total (Race)		
Ethnicity		
Hispanic, Latino, or Spanish origin		
Not Hispanic, Latino, or Spanish origin		
Total (Ethnicity)		
ESL		
Free/Reduced Lunch		

Challenges Encountered:

School Discipline

Definition – Student discipline includes actions that formally or informally remove students from a class, school, or other educational program or activity for violating a school rule or code of conduct. While these practices are often implemented to keep students accountable for their actions and keep schools safe, they can also hinder students' ability to learn and grow. Student discipline may include detentions, disciplinary transfers, and referrals to law enforcement. For the purposes of performance reporting for FSCS grantees, this indicator focuses on suspensions and expulsions.

Please complete the key school discipline data table below for each school. For this reporting period, please provide:

- 3.a # and % of students in grantee schools who received one or more out-of-school suspensions disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)
- 3.b # and % of students in grantee schools who received one or more in- or out-of-school suspensions disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)
- 3.c # and % of students in grantee schools who received one or more expulsions disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)

Category	# of Students out-of-school Suspended	% of Students out-of-school Suspended	# of Students in-or out-of-school Suspended	% of Students in-or out-of-school Suspended	# of Students Expelled	% of Students Expelled
Total Students						
Race						
White						
Black or African American						
American Indian or Alaska Native						
Asian						
Native Hawaiian or Other Pacific Islander						
Two or more Races						
Total (Race)						
Ethnicity						
Hispanic, Latino, or Spanish origin						
Not Hispanic, Latino, or Spanish origin						
Total (Ethnicity)						
ESL						
Free/Reduced Lunch						

School Discipline Data

Challenges Encountered:

Information on the Number, Qualifications, and Retention of School Staff

Definition – This indicator measures key characteristics of education staff that drive student success. All staff members working in schools bring their own unique backgrounds and characteristics, including their preparation, experience, gender, race, and ethnicity. For the purposes of this data collection, staff characteristics will prioritize information on:

- the number and percentage of fully certified teachers, as defined by each grantee’s state, disaggregated by race and ethnicity,

- rates of teacher turnover, as measured by the number and percentage of teachers returning to the school annually,
- the retention of school staff as measured by the number and percentage of staff returning to the school annually,
- teacher experience as measured by the average number of years of experience.

Please complete the key staff characteristic data table below for each school. For this reporting period, please provide:

- 4.a *Teacher certification* - # and % of fully certified teachers, disaggregated by race and ethnicity
- 4.b *Teacher turnover* - # and % of teachers leaving the school annually
- 4.c *Teacher retention* - # and % teachers returning to the school annually
- 4.d *Leader retention* - # and % of school leadership returning to the school annually
- 4.e # and % of certified principals, disaggregated by race and ethnicity
- 4.f Average number of years for school staff working at each community school (disaggregated by teacher, administrator, and support).
- 4.g *Teacher experience* - Average number of years of experience for teachers

Data on the Number, Qualifications, and Retention of School Staff

Category	Fully certified teachers		Teachers leaving the school annually		Teachers returning to the school annually		School leadership returning to the school annually		Certified principals		Avg. years working at school (teacher, administrator, and support staff)			Avg. years of teacher experience (R)
	#	%	#	%	#	%	#	%	#	%	teacher	admin	staff	
Total Staff														
Race														
White														
Black or African American														
American Indian or Alaska Native														
Asian														
Native Hawaiian or Other Pacific Islander														
Two or more Races														
Total (Race)														
Ethnicity														
Hispanic, Latino, or Spanish origin														
Not Hispanic, Latino, or Spanish origin														
Total (Ethnicity)														

Challenges Encountered:

Students On-track to Graduate and Graduation Rates

Definition – This indicator measures students who are on-track to graduate based on gaining a requisite number of credits or progressing to the next grade on time.

For Non-High Schools

(Optional) # and % students who are on-track to graduate?

Definition – This indicator measures the adjusted cohort graduation rate (ACGR), which according to the National Center for Education Statistics is “the percentage of students in their adjusted cohort who graduate within 4 years with a regular high school diploma. State education agencies calculate the ACGR by identifying the “cohort” of first-time 9th-graders in a particular school year. The cohort is then adjusted by adding any students who immigrate from another country or transfer into the cohort after 9th grade and subtracting any students who transfer out, emigrate to another country, or die.”

For High Schools

- 5.a Four-year adjusted cohort graduation rate (total average and disaggregated by school)
- 5.b Four-year adjusted cohort graduate rate disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)

Data on Graduation Rates or Students On-track to Graduate

Category	For Non-HS: # of students on-track to graduate (optional)	For Non-HS: % of students on-track to graduate (optional)	For HS: 4-year ACGR total average	For HS: 4-year ACGR
Total Students				
Race				
White				
Black or African American				
American Indian or Alaska Native				
Asian				
Native Hawaiian or Other Pacific Islander				
Two or more Races				
Total (Race)				
Ethnicity				
Hispanic, Latino, or Spanish origin				
Not Hispanic, Latino, or Spanish origin				
Total (Ethnicity)				
ESL				
Free/Reduced Lunch				

Challenges Encountered:

School Information

Participating school #3: School name:

School Description (Provide a short description about this school)

Does this school have a full-time FSCS coordinator? Yes No

School location (*see instructions for definitions*): Select school location

Does this school have a Title I designation? Yes No

Under the Elementary and Secondary Education Act(ESEA), has this school been identified as eligible for:

Comprehensive Support and Improvement?

Targeted Support and Improvement?

Please indicate school type: Select school type

If type is "other" please specify:

Please check all grades served by this school:

Pre-K K 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th

Provision of Services and School Demographics

Please complete the key demographic data table below for each school. For this reporting period, please provide:

- 1.a # of unduplicated students who received FSCS program services (target number and actual number)
- 1.b # of unduplicated family members participating in FSCS program services (target number and actual number)
- 1.c # of unduplicated community members participating in FSCS program services (target number and actual number)
- 1.d # of unduplicated individuals participating in FSCS program services (target number and actual number)

NOTE: Please provide information for both Hispanic origin and race. For this report, Hispanic origins are not races. Hispanic origin can be viewed as the heritage, nationality, lineage, or country of birth of the person or the person's parents or ancestors before arriving in the United States. People who identify as Hispanic, Latino, or Spanish may be any race. Total students served in each section (race, ethnicity) should match, as should total school population in each section.

Provision of Services and School Demographics Data

Category	# of Students Receiving Services	# of Family Members Participating in Services	# of community members Participating in Services	# of individuals Participating in Services
Total Students				
Race				
White				
Black or African American				
American Indian or Alaska Native				
Asian				
Native Hawaiian or Other Pacific Islander				
Two or more Races				
Total (Race)				
Ethnicity				
Hispanic, Latino, or Spanish origin				
Not Hispanic, Latino, or Spanish origin				
Total (Ethnicity)				
ESL				
Free/Reduced Lunch				

Challenges Encountered:

Attendance and Chronic Absenteeism

Definition – Students are considered chronically absent after missing 10 percent or more of the school year.

Please complete the key chronic absenteeism data table below for each school. For this reporting period, please provide:

- 2.a # and % of students in grantee schools who have missed 10% or more of the school year for any reason (i.e., excused, unexcused, and suspensions) disaggregated by ESSA subgroups (e.g., race, ethnicity, and socioeconomic status)

Chronic Absenteeism Data

Category	# of Students Chronically Absent	% of Population Chronically Absent
Total Students		
Race		
White		
Black or African American		
American Indian or Alaska Native		
Asian		
Native Hawaiian or Other Pacific Islander		
Two or more Races		
Total (Race)		
Ethnicity		
Hispanic, Latino, or Spanish origin		
Not Hispanic, Latino, or Spanish origin		
Total (Ethnicity)		
ESL		
Free/Reduced Lunch		

Challenges Encountered:

School Discipline

Definition – Student discipline includes actions that formally or informally remove students from a class, school, or other educational program or activity for violating a school rule or code of conduct. While these practices are often implemented to keep students accountable for their actions and keep schools safe, they can also hinder students’ ability to learn and grow. Student discipline may include detentions, disciplinary transfers, and referrals to law enforcement. For the purposes of performance reporting for FSCS grantees, this indicator focuses on suspensions and expulsions.

Please complete the key school discipline data table below for each school. For this reporting period, please provide:

- 3.a # and % of students in grantee schools who received one or more out-of-school suspensions disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)
- 3.b # and % of students in grantee schools who received one or more in- or out-of-school suspensions disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)
- 3.c # and % of students in grantee schools who received one or more expulsions disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)

School Discipline Data

Category	# of Students out-of-school Suspended	% of Students out-of-school Suspended	# of Students in-or out-of-school Suspended	% of Students in-or out-of-school Suspended	# of Students Expelled	% of Students Expelled
Total Students						
Race						
White						
Black or African American						
American Indian or Alaska Native						
Asian						
Native Hawaiian or Other Pacific Islander						
Two or more Races						
Total (Race)						
Ethnicity						
Hispanic, Latino, or Spanish origin						
Not Hispanic, Latino, or Spanish origin						
Total (Ethnicity)						
ESL						
Free/Reduced Lunch						

Challenges Encountered:

Information on the Number, Qualifications, and Retention of School Staff

Definition – This indicator measures key characteristics of education staff that drive student success. All staff members working in schools bring their own unique backgrounds and characteristics, including their preparation, experience, gender, race, and ethnicity. For the purposes of this data collection, staff characteristics will prioritize information on:

- the number and percentage of fully certified teachers, as defined by each grantee’s state, disaggregated by race and ethnicity,
- rates of teacher turnover, as measured by the number and percentage of teachers returning to the school annually,
- the retention of school staff as measured by the number and percentage of staff returning to the school annually,
- teacher experience as measured by the average number of years of experience.

Please complete the key staff characteristic data table below for each school. For this reporting period, please provide:

- 4.a *Teacher certification* – # and % of fully certified teachers, disaggregated by race and ethnicity
- 4.b *Teacher turnover* – # and % of teachers leaving the school annually
- 4.c *Teacher retention* – # and % teachers returning to the school annually
- 4.d *Leader retention* – # and % of school leadership returning to the school annually
- 4.e # and % of certified principals, disaggregated by race and ethnicity
- 4.f Average number of years for school staff working at each community school (disaggregated by teacher, administrator, and support).
- 4.g *Teacher experience* – Average number of years of experience for teachers

Data on the Number, Qualifications, and Retention of School Staff

Category	Fully certified teachers		Teachers leaving the school annually		Teachers returning to the school annually		School leadership returning to the school annually		Certified principals		Avg. years working at school (teacher, administrator, and support staff)			Avg. years of teacher experience (R)
	#	%	#	%	#	%	#	%	#	%	teacher	admin	staff	
Total Staff														
Race														
White														
Black or African American														
American Indian or Alaska Native														
Asian														
Native Hawaiian or Other Pacific Islander														
Two or more Races														
Total (Race)														
Ethnicity														
Hispanic, Latino, or Spanish origin														
Not Hispanic, Latino, or Spanish origin														
Total (Ethnicity)														

Challenges Encountered:

Students On-track to Graduate and Graduation Rates

Definition – This indicator measures students who are on-track to graduate based on gaining a requisite number of credits or progressing to the next grade on time.

For Non-High Schools

(Optional) # and % students who are on-track to graduate?

Definition – This indicator measures the adjusted cohort graduation rate (ACGR), which according to the National Center for Education Statistics is “the percentage of students in their adjusted cohort who graduate within 4 years with a regular high school diploma. State education agencies calculate the ACGR by identifying the “cohort” of first-time 9th-graders in a particular school year. The cohort is then adjusted by adding any students who immigrate from another country or transfer into the cohort after 9th grade and subtracting any students who transfer out, emigrate to another country, or die.”

For High Schools

- 5.a Four-year adjusted cohort graduation rate (total average and disaggregated by school)
- 5.b Four-year adjusted cohort graduate rate disaggregated by ESSA subgroup (e.g., race, ethnicity, and socioeconomic status)

Category	For Non-HS: # of students on-track to graduate (optional)	For Non-HS: % of students on-track to graduate (optional)	For HS: 4-year ACGR total average	For HS: 4-year ACGR
Total Students				
Race				
White				
Black or African American				
American Indian or Alaska Native				
Asian				
Native Hawaiian or Other Pacific Islander				
Two or more Races				
Total (Race)				
Ethnicity				
Hispanic, Latino, or Spanish origin				
Not Hispanic, Latino, or Spanish origin				
Total (Ethnicity)				
ESL				
Free/Reduced Lunch				

Challenges Encountered:

Part VI: Additional Information

Please indicate whether or not changes in activities have occurred or are anticipated.

Please indicate whether or not changes in key personnel are proposed.

Provide any appropriate information about the status of your project including any unanticipated outcomes or benefits from your project.

If you created an evaluation plan, please include information about the design and other critical elements as outlined in the NIA for the competition under which the grantee applied.

If you have additional information to include beyond the space provided, please upload this information in a separate PDF document.

Part VII: Logic Model

Please include a logic model that includes the inputs/resource, activities/strategies, outputs, and outcomes related to your project. This logic model should also implicitly or explicitly represent the four pillars of community schools, pipeline services, and related indicators.

Appendix I: Additional Result/Project Objective and Performance Measure Data

Please use Part III and Part V of this APR form for any additional reporting for results, indicators, project objectives and performance measures. For each additional measure, please use this section. For instructions on the tables below. For definitions of each population, term, etc. see pages 3-11 of the FSCS Guidance for Annual Performance Reports document.

1a. Result/Project Objective:

1b. Performance Measure:

1c. Performance Measure Category: Academic Social Health

1d. Target Population: Select population(s)

1e. Measure baseline

Baseline month: Select month Baseline Year: Baseline Value:

1f. Measure Targets

Target eligible population number: Target number to be served: Target for percentage of eligible population served:

1g. Measure Actual Numbers

Actual eligible population number: Actual number served: Actual percentage of population served: Target met? Yes No TBD

1h. Explanation of Progress:

1i. Challenges Faced:

1j. Data Note:

1k. Data Explanation:

2a. Result/Project Objective:

2b. Performance Measure:

2c. Performance Measure Category: Academic Social Health

2d. Target Population: Select population(s)

2e. Measure baseline

Baseline month: Select month Baseline Year: Baseline Value:

2f. Measure Targets

Target eligible population number: Target number to be served: Target for percentage of eligible population served:

2g. Measure Actual Numbers

Actual eligible population number: Actual number served: Actual percentage of population served: Target met? Yes No TBD

2h. Explanation of Progress:

2i. Challenges Faced:

2j. Data Note:

2k. Data Explanation:

3a. Result/Project Objective:

3b. Performance Measure:

3c. Performance Measure Category: Academic Social Health

3d. Target Population: Select population(s)

3e. Measure baseline

Baseline month: Select month Baseline Year: Baseline Value:

3f. Measure Targets

Target eligible population number: Target number to be served: Target for percentage of eligible population served:

3g. Measure Actual Numbers

Actual eligible population number: Actual number served: Actual percentage of population served: Target met? Yes No TBD

3h. Explanation of Progress:

3i. Challenges Faced:

3j. Data Note:

3k. Data Explanation:

4a. Result/Project Objective:

4b. Performance Measure:

4c. Performance Measure Category: Academic Social Health

4d. Target Population: Select population(s)

4e. Measure baseline

Baseline month: Select month Baseline Year: Baseline Value:

4f. Measure Targets

Target eligible population number: Target number to be served: Target for percentage of eligible population served:

4g. Measure Actual Numbers

Actual eligible population number: Actual number served: Actual percentage of population served: Target met? Yes No TBD

4h. Explanation of Progress:

4i. Challenges Faced:

4j. Data Note:

4k. Data Explanation:

Public Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-new. Public reporting burden for this collection of information is estimated to average nine hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit 34 CFR 75.253. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact the Full-Service Community Schools Program Office (FSCS@ed.gov) directly.