

# University System of New Hampshire Event # 212023481

## REQUEST FOR PROPOSAL

**New Hampshire Preschool Development Grant  
Full-Service Community Schools Program Planning  
for the  
University of New Hampshire**

Owner's Agent: Brenda Bowers, Sourcing & Contracts Specialist  
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### Event Timeline (subject to change)

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| Solicitation Release                   | 02/08/2023                             |
| Optional Virtual Informational Meeting | 02/15/2023 4:00 p.m. (Zoom link below) |
| Deadline for Written Questions         | 02/20/2023 by 4:00 p.m.                |
| Response to Questions by               | 02/23/2023                             |
| Submittals Due                         | 03/15/2023 at 4:00 p.m.                |
| Award Announcement                     | Week of 03/20/2023                     |

## [Join Zoom Meeting](#)

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<https://unh.zoom.us/j/93628491583?from=addon>  
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## **I. INTRODUCTION**

### **I.A. Purpose**

1. The University System of New Hampshire (hereafter to be referred to as USNH) representing the University of New Hampshire's (UNH) Department of Human Development & Family Studies, in partnership with New Hampshire Departments of Education (NHED) and Health and Human Services (DHHS), and Council for Thriving Children (“Council”), is conducting a one-year competitive Full-Service Community Schools Program planning process as a component of the Preschool Development Grant initiative (sponsored by the Department of Health and Human Services, Administration for Children and Families, Award# 90TP0110-01-00).

2. **Funding is intended to support NH public school districts (or their proxies) in developing a comprehensive plan (see Section II) to coordinate academic, social, and health services through partnerships, to support application to the U.S. Department of Education’s Full-Service Community Schools (FSCS) Program (see Appendix C).** USNH encourages proposals from NH public school districts, school administrative units (SAUs), local education agencies (LEAs), and/or their proxies to conduct initial coordination activities, including community engagement, needs assessment, and data collection on performance indicators, to develop the infrastructure, activities, and partnerships to implement full-service community schools. One-year funding is intended for the planning and collaboration activities necessary to effectively coordinate and integrate services and strategies for children from birth through age eight, and their families, to support entry into and success in elementary education. By engaging stakeholders, convening partners, identifying needs to be addressed, and developing plans to coordinate services, grantees are expected to develop and strengthen capacity for applications for future community school grants.
3. U.S. Education’s Full-Service Community Schools (FSCS) program intends to “improve the coordination, integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools, including high-poverty rural schools.”<sup>1</sup> The FSCS planning grants to NH public school districts (or their proxies) will fund the complex interagency efforts and extensive preparation and communication among partners and key stakeholders inherent to a community school model. NH’s FSCS planning grants will focus on coordinating and integrating services and strategies for children from birth through age eight, and their families, to support entry into and success in elementary education. The NH public school district (or proxy) will serve as the applicant and the recipient of this one-year funding (see section III.A).
4. Coordination and support for FSCS planning grantees will be facilitated through:
  1. Technical Assistance to support understanding of components of an FSCS application; and
  2. NH PDG staff for grant management (i.e., reporting, invoicing).

### **I.B. Background: New Hampshire's Preschool Development Grant**

1. In 2019, New Hampshire was awarded a one-year planning Preschool Development Grant (PDG) from the United States Department of Health and Human Services, Administration for Children and Families (ACF), Office of Child Care (OCC). During this period, New Hampshire embarked on a statewide needs assessment process to better understand the current early childhood care and education system and released a strategic plan for early childhood in NH (2020-2022). Based on this work, New Hampshire was awarded a three-year (2020-2022), \$26.8 million implementation Preschool Development Grant to strengthen New Hampshire’s ECCE system. New Hampshire’s strategies centered on communities, and families in those communities, as the hub for engagement, capacity

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<sup>1</sup> <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvementprograms/full-service-community-schools-program-fscs/>

building, and service delivery. In 2020, 14 Community Grantees were awarded \$3.2 million to address local needs, informed by and aligned with statewide efforts. To support the development of a comprehensive statewide early childhood system, in 2021 nearly \$5 million funded seven Regional Leads for cross-sector alignment, coordination of resources and services, and implementation or expansion projects related to early childhood care and education (ECCE)-school-family support collaborations (see Appendix C).

2. The 2023 one-year planning NH PDG supports a well-functioning early childhood “system” as integrating traditional care and education programs with services that strengthen, engage, and stabilize families, including efforts that target health and wellness. To strengthen and further integrate NH’s early childhood system, NH’s planning PDG proposes investments to expand access to high-quality early care and education programs and strengthen the comprehensive system for children birth through third grade. Aligned with this approach, leadership from the state’s DHHS and NHED, Council for Thriving Children, and UNH collaboratively support the Council’s proposed 2023-2025 Strategic Plan priority outcomes to increase families’ partnership in, knowledge of, and choices for their child’s development; families’ access to integrated quality early childhood opportunities and services; comprehensive wellness of young children; and ensure children achieve early childhood developmental and educational goals<sup>2</sup>.

### **I.C. U.S. Department of Education: Full-Service Community Schools Program**

1. The U.S. Department of Education defines a full-service community school as, “a public elementary school...that— (a) 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 (b) Provides access to such services in school to students, families, and the community, such as access during the school year (including before- and after-school hours and weekends), as well as during the summer.”<sup>3</sup> A 2017 report concluded that “well-implemented community schools lead to improvement in student and school outcomes and contribute to meeting the educational needs of low-achieving students in high-poverty schools, and sufficient research exists to meet the Every Student Succeeds Act (ESSA) standard for an evidence-based intervention.” To date, NH has not been successful in the award of Full-Service Community School funding.
2. For this Request, NH is restricting full-service community school planning to services and strategies for children from birth through age eight, and their families, to support entry into and success in elementary education. Similarly, US Ed’s Pillars of Full-Service Community Schools<sup>4</sup> are adapted from the 2022 Notice Inviting Applications to include:
  - A. Integrated student supports at a community school that provide in- and out-of-school support for students, address well-being, and address out-of-school barriers to

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<sup>2</sup> <https://councilforthrivingchildren.org/uploads/attachments/cl5sc0pp50c2plkkak7977yv4-nh-early-childhood-strategic-plan-framework-approved-6-14-21.pdf>

<sup>3</sup> <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-brief>

<sup>4</sup> <https://www.federalregister.gov/documents/2022/07/13/2022-15091/applications-for-new-awards-full-service-community-schools-program>

- learning through partnerships with social and health service agencies, including mental and behavioral health agencies and providers, and coordinated by a community school coordinator, which may include—
- i. Medical, dental, vision care, and mental and behavioral health services, including mental health literacy for students and staff, and trauma-informed services to prevent, intervene, and mitigate adverse childhood experiences (ACEs); and
  - ii. Individuals to assist with housing, transportation, nutrition, citizenship preparation, or criminal justice issues and other services.
- B. Expanded and enriched learning time and opportunities, through evidence-based strategies (as defined), including before-school, after-school, during-school, weekend, and summer programs that provide additional academic instruction, individualized academic support, enrichment activities, or learning opportunities, for students at a community school...
- C. Active family and community engagement that—
- i. Brings parents and families of students at the community school and community members and leaders into the school as partners in students' education, including meaningfully involving parents and families in the community school's decision-making processes;
  - ii. Makes the community school a hub for services, activities, and programs, for students, families, and members of the neighborhood that the community school serves;
  - iii. Provides adults with desired educational and employment opportunities and other supportive services; and
  - iv. Provides centralized supports for families and communities in community schools, which may include English as a second language classes, citizenship preparation, computer skills, art, housing assistance, child abuse and neglect prevention supports, health and mental health, literacy programs, digital literacy training, or other programs that bring community members into a school building for meetings, events, or programming.
- D. Collaborative leadership and practices that build a culture of professional learning, collective trust, and shared responsibility for each community school using strategies that—
- i. At a minimum, include a school-based leadership team with representation of student, parent and family leaders and a community voice; a community school coordinator; and a community-wide leadership team; and
  - ii. May include other leadership or governance teams, community school steering committees, or other community coalitions, educator learning communities, and other staff to manage the multiple, complex joint work of school and community organizations.

3. This competitive Request for Proposal will fund school districts, representing the different communities in NH, to engage in the necessary planning activities related to coordinating and integrating services provided by community-based organizations, government agencies, and key stakeholders, for children from birth through age eight, and their families, to support entry into and success in elementary education. Grantees will be supported by the NH PDG, including with Technical Assistance.
4. The final product of this funding will be a comprehensive plan inclusive of the essential components necessary to apply for federal funding, e.g., clearly defined responsibilities, timelines, and milestones; strategies for joint utilization and management of school facilities; and anticipated sustainability approaches.

## **II. OVERVIEW OF SCOPE OF WORK**

Through this procurement, UNH is seeking proposals from New Hampshire public school districts, or their proxies, interested in planning for application to US Education’s Full-Service Community Schools Program. NH anticipates awarding four one-year planning grants, up to \$250,000 each, to NH public school districts to support planning for a community school model (e.g., activities to coordinate and integrate services provided by community-based organizations, government agencies, etc.). Funds are intended for collaborative efforts, highly complex undertakings that require extensive planning and communication among partners and key stakeholders.

### **II.A. Eligibility of Applicants, and Primary Activities and Deliverables of Grantees**

#### 1. Eligible applicants:

- A. An applicant must be a NH public school district, school administrative unit (SAU), local education agency (LEA), or a district’s proxy (e.g., community-based organization, non-profit organization, other public or private entity).
  - i. Applicants should be aware of the eligibility requirements for US Education FSCS funding: “Eligible applicants under this program are one or more LEAs;... or one or more community-based organizations, non-profit organizations, or other public or private entities. Generally, an individual school does not have independent authority to apply for a grant from the U.S. Department of Education, or make the commitments required of a consortium partner. Consequently, in most cases, public elementary and secondary schools can serve as full-service community school sites but could not be consortium partners or lead applicants. For that reason, a public elementary or secondary school that lacks the legal authority to apply for a grant on its own, but wants to participate in the FSCS program, would need its LEA to form a consortium and submit an application to the Department.”<sup>5</sup>
- B. Proposals must be informed by available school data and information, including existing needs assessments and strategic plans, input from community and family

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<sup>5</sup> [https://oese.ed.gov/files/2022/08/FY2022\\_FSCS\\_FAQs\\_updated\\_08\\_22\\_22.pdf](https://oese.ed.gov/files/2022/08/FY2022_FSCS_FAQs_updated_08_22_22.pdf)

partners, and/or data from other community partners (see Appendix C for potentially relevant regional information).

2. The primary functions of the grantees are:

- A Develop a plan for coordination and integration of services (see Primary Function B), and Memoranda of Understanding (MOU) to provide services specific to and successfully addressing the needs of the target population (children from birth through age eight, and their families, to support entry into and success in elementary education) or other identified needs.
- B Partner with community-based organizations, non-profit organizations, and/or public or private entities to provide “comprehensive academic, social, and health services for students, students’ family members, and community members that will result in improved educational outcomes for children.”
  - i All work should be informed by perspectives and voice of the district’s students, families, family leaders, community members, and other stakeholders.
  - ii Specific efforts must include co-location of childcare and/or connection with community-based early care and education; and collaborations between public schools and community entities (e.g., libraries, Family Resource Centers).<sup>6</sup>
  - iii Pipeline services<sup>7</sup> are defined as evidence-based activities, strategies, or interventions supported by promising evidence, and which create a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in elementary education. For this Request, strategies will focus on children from birth through age eight, and their families, including at a minimum services or programs (including integrated student supports) related to:
    - a High-quality early childhood education.
    - b High-quality school and out-of-school-time.
    - c Support for a child’s transition to elementary school, including any comprehensive readiness assessment determined necessary.
    - d Family and community engagement and supports<sup>8</sup>, which may include

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<sup>6</sup> Note US Ed guidance: “Services can be provided at the school site, off the school site or a combination of both. However, it is important to note that the intent of a full-service community school is to serve as a conduit for coordinating and/or providing services. Although supporting schools is an underlying premise of the FSCS program, and schools will likely be the location of many services and opportunities, learning occurs in many settings within a community, not just school buildings. The specific location of the services, while important, is not as critical as the delivery of the services in a well-coordinated, results focused and integrated manner.” ([https://oese.ed.gov/files/2022/08/FY2022\\_FSCS\\_FAQs\\_updated\\_08\\_22\\_22.pdf](https://oese.ed.gov/files/2022/08/FY2022_FSCS_FAQs_updated_08_22_22.pdf))

<sup>7</sup> <https://www.federalregister.gov/documents/2022/07/13/2022-15091/applications-for-new-awards-full-service-community-schools-program>

<sup>8</sup> Parent Information Center/NH Family Voices (<https://picnh.org/family-engagement-resources/>); US DHHS ACF’s Parent-Family-Community Engagement Framework (<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/parent-family-community-engagement-pfce-framework>); US Ed and US DHHS Joint Statement on Family Engagement

- engaging or supporting families at school or at home.
- e 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.
  - f Social, health, nutrition, and mental health services and supports. Supporting community partners in developing and implementing mechanisms that facilitate communication and collaboration, such as memoranda of understanding or shared releases.
- C Engage with the district’s Regional Lead and State Points of Contact (see Appendix C), to share successes and challenges in developing the model.
- D Develop detailed plans for creating the community school model (i.e., “comprehensive plan”), specifically addressing the requirements of Absolute Priority 3, Capacity Building and Development Grants<sup>9</sup>, including:
- i Student, family, and school community to be served, including demographics.
  - ii Needs assessment (e.g., academic, physical, non-academic, health and mental health, and other needs of the students, families, and community residents).
  - iii Pipeline services (existing and/or additional) to be coordinated and provided by the district and its partner entities, and to the extent practicable, integrated into a comprehensive and coordinated continuum.
  - iv Description of current and planned pillars of full-service community schools and associated implementation plans with partners, including community-based organizations, and collaborating with school leadership and staff.
  - v Annual measurable performance objectives and outcomes.
  - vi Proposed timeline, defined responsibilities, and milestones for implementation of full-service community school program.
    - a Specifically include a plan for a full-time coordinator, a description of how this position will serve to plan, integrate, coordinate, and facilitate programs and services, and proposed approaches to sustain the position as well as services and partnerships. The full-service community school coordinator should work closely with school leadership and community stakeholders and may also lead the school and community assessment of needs and assets and identify methods of sustainability.
  - vii Proposed budget that ensures a full-time coordinator of pipeline services, including a description of applicable funding sources. Refer to Appendix B in this document.

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<https://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf>.

<sup>9</sup> <https://www.federalregister.gov/documents/2022/07/13/2022-15091/applications-for-new-awards-full-service-community-schools-program>

- a Costs associated with summer program components or evening and weekends are allowable; project services can be delivered before, during, and after regular school hours, as well as during the summer and holiday break.
- b US Ed funds may be used to pay personnel if they are providing services related to carrying out an allowable activity, and those personnel are not being compensated for providing this service by their primary employer. US Ed funds may only be used to compensate such staff for the amount of time that they are providing services necessary to the implementation of activities.
- c US Ed funds may be used to purchase equipment, provided the costs are reasonable and necessary to carrying out the scope of work.

viii Plans for sustaining programs and services

3 The primary deliverables of grantees are expected to be:

- A Reports to NH PDG (see Section II.B.).
- B Mid-project and project-end interviews with NH PDG external evaluator.
- C Memoranda of understanding among partner entities that will assist to coordinate and provide pipeline services, and which describe the roles the partner entities will assume.
- D A statement of anticipated challenges (e.g., need for school board permission to apply for community school funding) and expected responses.
- E A comprehensive plan that includes descriptions of: the student, family, and school community to be served, including demographics; the academic, physical, non-academic, health and mental health, and other needs of the students, families, and community residents; the pipeline services (existing and/or additional) to be coordinated and provided by the district and its partner entities, and to the extent practicable, integrated into a comprehensive and coordinated continuum; proposed annual measurable performance objectives and outcomes (see Appendix C); and a proposed budget (Appendix B), that ensures a full-time coordinator of pipeline services at each school, including a description of applicable funding sources and anticipated sustainability planning.

**II.B. General Project Information**

- 1 **Project Timeline:** Proposals submitted, including timelines and budgets, must represent a project period of April 1, 2023 through December 30, 2023; a no-cost extension through March 31, 2024 may be available contingent on approval by the NH PDG funder, US DHHS ACF. Payments are anticipated to be disbursed at project start (April 1, 2023) and project mid-point (July 15, 2023).
- 2 **Required:** Reports must be submitted to UNH at the following intervals: July 7, 2023; October 6, 2023; January 5, 2024; and a final close-out no later than April 5, 2024 (depending on no-cost extension approval by NH PDG funder, US DHHS ACF). Reports should document



activities using the following format:

- A. Major activities and accomplishments during this period
  - B. Challenges
  - C. Significant findings and events
  - D. Dissemination activities
  - E. Other activities
  - F. Activities planned for next reporting period
- 3 **Funding is not to be used as a resource for existing expenses (e.g., supplant current funding sources). Construction is not allowable under this grant award, nor is purchase of real property or food.**

### **III. INSTRUCTIONS FOR SUBMITTING PROPOSAL AND DETAILED SCOPE OF WORK REQUIREMENTS**

#### **III.A. Overview of Solicitation Process/Timeline**

1. Solicitation Release. The solicitation is available in the UShop/Jaggaer eSource tool
2. Questions (UShop/Jaggaer). All questions concerning this solicitation must be submitted in writing through the UShop Q&A Board. All questions must be received by the Deadline for Questions (stated in timeline on page 1). Questions received after the deadline will not be answered.
  - A. Questions will be answered via the Q&A board in the UShop/Jaggaer eSource tool
  - B. It is the responsibility of the Respondent to verify that s/he has reviewed all questions and answer and any changes to the bid event including any documents added such as addenda and other required documentation.
3. Responses are due by the date/time specified in Timeline listed on page 1 of this RFB. Late responses will not be considered.
4. All responses will be reviewed and evaluated by the evaluation committee
5. The evaluation committee shall make its selection by the date listed in the Timeline on page 1 of this RFP.
6. General Instructions
  - A. Contact with or visitation with personnel at any campus regarding this solicitation may not be made by the school district or proxy's personnel without the prior approval of the USNH Agent/Manager or his/her designee.
  - B. Any oral information received from the evaluation committee or any other USNH personnel will not alter or change this solicitation.
  - C. Responses shall be transmitted electronically through UShop/Jaggaer (eSource tool). The transmission must be received by the due date and time.
  - D. By responding to this solicitation the applicant acknowledges that s/he has read and understands the information contained within this solicitation and has taken the contents into account in the preparation of the response.
  - E. The cost for developing a response shall be absorbed by the applicant.

- F. USNH considers all terms and conditions to be accepted unconditionally by the school district, or designated proxy, unless written exceptions are made to specific clauses of this solicitation. Such exceptions may, however, be used as a basis for rejection of a response.
- G. Failure of an applicant to follow the instructions of this solicitation may result in rejection of their response.

#### 7. Format & Contents of Proposal

- A. Applicants will submit proposals and other required attachments as a PDF uploaded to the USNH Procurement site, in our UShop/Jaggaer eSource tool in order for consideration. Emailed proposal will not be accepted.
- B. All information under III.A. must be addressed within a maximum 7-page limit. Competitive proposals will be reviewed by representatives of the PDG Leadership team.

### **III.B. Full-Service Community School Planning Proposal Requirements**

#### **1 Applicant Information.**

- A Identify the **lead entity** applying and serving as the sole recipient of the funding from UNH. The lead entity may distribute funds received from UNH to workgroup members, subcontracts, and subawards as needed. By submitting the application, the lead entity is affirming responsibility for completing the proposed work, both financially (e.g., invoicing, receiving, and distributing funds) and programmatically (e.g., reporting requirements to UNH, data collection). Include the contact information for the lead entity: name, title, institution/organization, address, phone number, and email.
- B Describe the organization’s **capacity to receive and disburse funds**.
- C Describe **current need** of district, which may include school data/demographic information about the children, families, schools, and community to be served, including, as relevant, academic, physical, nonacademic, health, mental health, psychosocial, and other needs.
- D Identify potential **partner organizations** (community-based organizations, government agencies, and key stakeholders, for children from birth through age eight, and their families, to support entry into and success in elementary education) anticipated to enter MOUs as a final deliverable. Define each partner’s anticipated role and responsibilities, and include a plan of coordination and communication.
- E **Statement of Qualification. Appendix A** (included in this document)– Statement of Qualifications, complete in its entirety, included in this document. NOTE: The Respondent certifies that it is empowered to use the names of references it provides and agrees that the USNH may contact these references.

#### **2 Applicant Capacity.**

Demonstrate the capacity to fulfill the functions and meet the deliverables of an FSCS planning grant (i.e., “comprehensive plan”). Address the following:

- A Identify **existing** needs assessments and strategic plans, methods for gathering input from community and family partners, and/or access to data from relevant

stakeholders.

- B Provide examples of **demonstrated experience and expertise** in supporting or partnering with early childhood care and education providers; connecting with families and external community partners; engaging in data-informed decision making; and general coordination, collaboration, and communication within the district.
- C Describe **current status of the pillars of community schools** (integrated supports; expanded and enriched learning time; active family and community engagement; collaborative leadership and practices to support high-quality teaching). Understanding that this is a planning grant, at the minimum a school-based leadership team or school-level leadership structure should be identified.
- D If available, include initial data that may serve as a baseline for proposed **measurable performance objectives and outcomes** (see guidance under **Appendix C** included in this document).

### 3 Planning approach, timeline, and budget.

- A Describe how the district will **partner** with community-based organizations, non-profit organizations, and/or public or private entities to provide comprehensive academic, social, and health services to children from birth through age eight, and their families.
- B Focusing on children from birth through age eight, and their families, describe **how services or programs** (including integrated student supports) related to the following areas **are, will, or could be coordinated**, as well as the decision-making process to select particular services for coordination.
  - ii High-quality early childhood education.
  - iii High-quality school and out-of-school-time.
  - iv Support for a child’s transition to elementary school, including any comprehensive readiness assessment determined necessary.
  - v Family and community engagement and supports, which may include engaging or supporting families at school or at home.
  - vi 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.
  - vii Social, health, nutrition, and mental health services and supports. Supporting community partners in developing and implementing mechanisms that facilitate communication and collaboration, such as memoranda of understanding or shared releases.
- C Include a **detailed budget, (Appendix B** included in this document). Funding should supplement, not supplant, other funds. Understanding that this is planning grant, the anticipated project costs are anticipated to be primarily personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, and indirect costs. The applicant should provide sufficient detail to enable reviewers and project

staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds and project activities and outcomes. Construction is not allowable under this grant award, nor is purchase of real property or food.

- E Present a **feasible and effective timeline** to achieve the components of the final comprehensive plan, including how coordinated services will improve student academic achievement; proposed measurable performance objectives and outcomes (see guidance under Appendix C); and initial management plans for implementation and sustaining of coordination of services.

#### **IV. EVALUATION CRITERIA**

##### **IV.A. Evaluation Committee Rights/Rules of Conduct**

1. The evaluation committee expressly reserves the right to reject any and all proposals without penalty, to waive all technicalities and irregularities and deviations of proposals from this request for proposal, to decide whether a proposal does or does not substantially comply with the requirements of this request for proposal, to be the final judge as to which is the best overall proposal, and to award a contract to the grantee whose proposal it considers to be in the best interest to USNH. In the event that the awarded grantee refuses to enter into a contract, his/her proposal will be rejected.
2. The evaluation committee will evaluate all proposals against the evaluation criteria listed in this request for proposal and determine which applicants will best meet the needs of UNH.

##### **IV.B. FSCS Planning Grant Proposal Evaluation Criteria**

Evaluation criteria will be based on, but not necessarily limited to the following factors. Negative findings or judgments on the basis of any one of the criteria may result in elimination of a given response from further consideration. As necessary, the review committee may request budget revision depending on the number of proposals and/or size of requests.

- 1 **Criteria 1. Description of the capacity to complete the functions and deliverables (up to 4 points)**
  - A Identification of potential partner organizations, anticipated roles and responsibilities, and method of communication and coordination. Demonstrated experience and expertise in partnering with community-based organizations, government agencies, key stakeholders, etc.
  - B Understanding of current needs of district, ability to access available data and/or existing needs assessments/strategic plans, and evidence of effectively engaging family and community partners and gathering input.
  - C Articulation of the district's status of the four pillars of community schools.
  - D Appendix A completed
2. **Criteria 2. Data supporting community need and evidence of data-informed decision making (up to 2 points)**

- A Understanding of support, resources, and/or services necessary to close gaps in educational opportunity or otherwise address the needs of the targeted population (children from birth through age eight, and their families, to support entry into and success in elementary education).
- B As available, performance indicators (e.g., measurable objectives/outcomes) identified and initial data included.
- C **As applicable, status of district in either Small Rural Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program.**

**3. Criteria 3. Description of planning approach (up to 4 points)**

- A Applicant submits a plan, timeline, and budget. Budget is to be filled out in Appendix B, and is aligned with activities, does not supplant existing funding, and is appropriate, reasonable, feasible, and sufficiently detailed. Applicant demonstrates capacity to administer and distribute funds as needed.
- B Applicant articulates adequacy of the plan to achieve the planning grant functions and deliverables, including identification of potential partners, clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. Applicant presents evidence of strong collaborative relationships to ensure extensive community engagement (i.e., families, educators and staff, beneficiaries of services, school leadership, community leadership), and relevant experience/expertise aligned with functions and deliverables (e.g., coordination to identify and provide essential pipeline services).
- C Applicant addresses development and coordination activities, including identification of resources/data available or necessary for proposed measurable performance objectives and outcomes; timeline and approach for creation of partnerships, review of infrastructure and activities, formation and integration of four pillars of community schools, and process of identification of services to be integrated.

**V. INSTRUCTIONS FOR EXECUTION OF A CONTRACT**

**1 Contract Period**

It is USNH’s intent that any contract resulting from this solicitation will be from contract execution through December 30, 2023. The contract will cover work to be completed between April 1, 2023 and December 30, 2023.

**2 Contract**

The owner’s agent will work with the selected grantee’s representative(s) to develop a mutually agreeable Purchase Order/Contract based on the application.

**3 Contract Termination/Cancellation**

- A The Owner may without prejudice to any right or remedy, and after giving the grantee and its sureties written notice, terminate the contract forthwith if any of the following conditions exist:

- i If the grantee should be adjudged bankrupt
  - ii If the grantee shall make a general assignment for the benefit of its creditors, or a receiver should be appointed over the property;
  - iii If the work under this contract shall be abandoned or for deficiencies not corrected within a reasonable time; and,
  - iv If this contract or any part hereof shall be subcontracted without previous written consent of USNH and the Owner.
- B The Owner reserves the right to cancel the contract awarded to the grantee, if in the USNH's judgment, performance under the contract is unsatisfactory. It is understood, however, that if at any time during the term of the contract performance thereunder is deemed to be unsatisfactory, the USNH shall so notify the grantee and demand that the grantee shall correct such unsatisfactory conditions immediately but not more than ten (10) days from such notification. If such corrections are not made within the allotted time period, USNH may terminate the contract within thirty (30) days of the initial notification date.
- C The contract will automatically terminate at the end of the initial contract period unless both parties agree to a renegotiated optional extension.
- D Either party may, without prejudice to any right or remedy, and after giving the other party 10 calendar days written notice, terminate the contract.

#### **4 UNH's Rights and Responsibilities**

- A UNH reserves the right to audit those financial records of the grantee, which pertain to the contract.
- B UNH reserves the right not to enter into a contract if, after reviewing all responses received, it is determined such a contract would not be in the best interest of the UNH.
- C UNH intends to meet contractual obligations and to treat all grantees fairly.
- D The UNH reserves the right to extend contracts for supplies and services to all UNH institutions.

#### **5 Grantee's Rights and Responsibilities**

- A The grantee agrees to maintain records arising from the operation of this contract for a period of two (2) years following its termination or expiration date, unless permission to the contrary is given by the UNH in writing. The grantee agrees to provide access to its accounting information pertaining to this UNH contract in the event an audit is requested.
- B The UNH/NH PDG Project Director will be the designated point of contact for this contract. Questions of conduct, methods, quantity, quality, scheduling, etc. are to be directed to this individual during the term of the contract.
- C The grantee will be responsible for purchasing merchandise and services and executing contracts in its own name and at its own cost and expense and on its own credit.

#### **6 Rights Afforded To Both Parties**

- A Awarded grantees shall indemnify and hold harmless the UNH and its affiliates,

trustees, officers, directors, employees and agents from and against any and all liabilities, claims, damages, awards, judgments, costs and expenses (including reasonable attorneys' fees) arising out of its negligent acts or omissions of the negligent acts or omissions of its employees, agents, contractors or affiliates. This section shall survive termination of the contract.

- B If, because of riots, war, public emergency or calamity, fire, earthquake, Acts of God, government restriction, labor disturbance or strike, business operations at the University/College shall be interrupted or stopped, performance of this contract, with the exception of moneys already due and owing shall be suspended and excused to the extent commensurate with such interfering occurrence, and the expiration date of the contract may be extended for a period of time equal to the time that such default in performance is excused.
- C The contract shall be governed by and construed in accordance with the laws of the State of New Hampshire. In the event any provision of these terms and conditions shall be declared illegal or unenforceable by a competent court within this jurisdiction the remaining provisions shall remain in full force and effect. Any litigation related to this agreement will be brought and maintained in courts within the State of New Hampshire.
- D Neither party may assign this contract without the written consent of the other party; and any assignment attempted without such consent shall give the other party the immediate right to cancel this contract except that the grantee may assign this contract with the consent of Owner to any subsidiary or affiliate of the grantee or any corporation into which the grantee or its successor may be merged, converted or consolidated, or which may otherwise succeed to substantially all of its assets; but the grantee shall during the term hereof remain liable for its obligation hereunder.

## 7 **Mediation**

- A In the event the parties are unable to resolve a dispute, controversy or claim arising under this agreement, then either party may give written notice to the other party of its intention to mediate. Any dispute arising under this Agreement may be settled by mediation in the State of New Hampshire in accord with such procedures as may be acceptable to the parties.
- B If the dispute has not been resolved through mediation within thirty (30) days after the written notice beginning the mediation process (or a longer period, if the parties agree to extend the mediation), the mediation shall terminate and the parties shall be free to litigate the matter.
- C In the event of any mediation or litigation arising under this Agreement, each party shall be responsible for its own costs and expenses arising therefrom, including any and all attorney's fees. Neither party shall seek reimbursement from the other party.

**APPENDICIES**

For: USNH Event # 212023481  
UNH Grant Full Service Community School Program Planning  
University of New Hampshire  
DURHAM, NEW HAMPSHIRE

**APPENDIX A - STATEMENT OF QUALIFICATIONS**

1. Business Name: \_\_\_\_\_
2. Principal Address: \_\_\_\_\_
3. Phone Number of Principal Place of Business: \_\_\_\_\_
4. Fax Number of Principal Place of Business: \_\_\_\_\_
5. Principal Manager Name/Contact Information  
Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Address: \_\_\_\_\_  
E-mail address: \_\_\_\_\_
6. Project manager or Sales Representative contact person:  
Name: \_\_\_\_\_ Phone: \_\_\_\_\_  
Address: \_\_\_\_\_  
E-mail address: \_\_\_\_\_
7. Does the firm or any owner, sales/service representative, or employee, have a personal relationship with any USNH employee (includes all campus locations) (student relationships are not considered)?  Yes  No  
If yes, provide details:  
\_\_\_\_\_
8. Registration with the NH Secretary of State (<http://www.sos.nh.gov/corporate/index.html>):  
 New Hampshire business entity – *Attach a current certificate of existence* (ref. NH-RSA 293-A:1.28).  
 Non-New Hampshire business entity – *Attach a current certificate of authority to transact business in the State of New Hampshire*. Note that NH-RSA 293-A:15.01 prohibits foreign business entities from transacting business in the State of New Hampshire, without first obtaining a certificate of authority from the secretary of state.
9. Business Type:  Contractor;  Dealer;  Distributor;  Manufacturer;  Wholesaler;  Other  
(specify) \_\_\_\_\_
10. State general classification of business or character of work performed: \_\_\_\_\_
11. Year Organized: \_\_\_\_\_
12. Organized in State of: \_\_\_\_\_
13. Number of years engaged in this business under the present business name: \_\_\_\_\_



If now or formerly in business under another name, supply details:

\_\_\_\_\_  
\_\_\_\_\_

14. Number of full-time employees:

\_\_\_\_\_

15. If a contractor, what categories of work do you perform with your own forces?

\_\_\_\_\_  
\_\_\_\_\_

16. List major equipment available:

\_\_\_\_\_

17. List bank with which your firm does business:

\_\_\_\_\_

18. List licenses and permits held by your firm:

\_\_\_\_\_

19. Within the last five years, has your firm provided services for the USNH?  Yes  No

If yes, provide USNH Contact:

\_\_\_\_\_

20. Has this business ever defaulted on a contract or failed to complete any project awarded to it?

Yes  No If so, state the circumstances in an attachment.

21. Has this business or any principal or officer of this business ever been disqualified or precluded from bidding?

Yes  No If so, state the circumstances in an attachment.

22. Within the last five years, has your firm been subject to any enforcement actions by state or federal regulators?

Yes  No

If yes, state circumstances:

\_\_\_\_\_

23. References: Provide the following information for at least three references for your firm.

Company: \_\_\_\_\_

Date Work Done: \_\_\_\_\_

Contact Person \_\_\_\_\_

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Company: \_\_\_\_\_

Date Work Done: \_\_\_\_\_

Contact Person \_\_\_\_\_

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail address: \_\_\_\_\_

Company: \_\_\_\_\_

Date Work Done: \_\_\_\_\_

Contact Person \_\_\_\_\_

Phone: \_\_\_\_\_

Address: \_\_\_\_\_

E-mail address: \_\_\_\_\_

**FORM CONTINUES ON NEXT PAGE**

24. \_\_\_\_\_DEBARMENT: The firm certifies, by submitting this Statement of Qualifications, that neither it nor its principals are presently debarred, suspended, proposed for debarment, have been declared ineligible, or voluntarily excluded from participation in this transaction (contract) by any governmental department or agency. If the firm cannot certify this statement, attach a written explanation for review by the University System of New Hampshire.

I hereby certify the above information to be correct and authorize the University System of New Hampshire to investigate all facts contained therein, including facility visitation.

\_\_\_\_\_  
Name of Organization

By: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

State of \_\_\_\_\_

County of \_\_\_\_\_

\_\_\_\_\_, being duly sworn, deposes and says that he/she is

\_\_\_\_\_ of \_\_\_\_\_  
(Title) (Name of Organization)

and that the answers to the foregoing questions and all statements contained therein are true and correct.

Sworn to before me on this date: \_\_\_\_\_

\_\_\_\_\_  
Notary Public/Justice of the Peace

My commission expires: \_\_\_\_\_.

END OF DOCUMENT – APPENDIX A

**APPENDIX B – Proposed Detailed Budget**  
**USNH Event # 212023481**

Funding **cannot be used** for the following; existing expenses (e.g. supplant current funding sources), construction, real property or food.

Understanding that this is planning grant, the anticipated project costs are anticipated to be primarily personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, and indirect costs. The applicant should provide sufficient detail to enable reviewers and project staff to understand how requested funds will be used, how much will be expended, and the relationship between the requested funds and project activities and outcomes.

| <b>BUDGET CATEGORIES</b>  | <b>Amount</b> |
|---|---------------|
| <b>Salaries (list all job types and roles and responsibilities)</b> |               |
|   |               |
|   |               |
|   |               |
|   |               |
|   |               |
|   |               |
|   |               |
|   |               |
|   |               |
|   |               |
| <b>Equipment</b>  |               |
|   |               |
|   |               |
|   |               |
|   |               |
|   |               |
| <b>Travel (calculate mileage, and provide rationale for need)</b>   |               |
|   |               |
|   |               |
|   |               |
|   |               |
|   |               |
|   |               |
|   |               |
| <b>Other Cost (specify in space below)</b>                          |               |
|   |               |
|   |               |
|   |               |
|   |               |
| <b>TOTAL PROJECT COSTS</b>  |               |

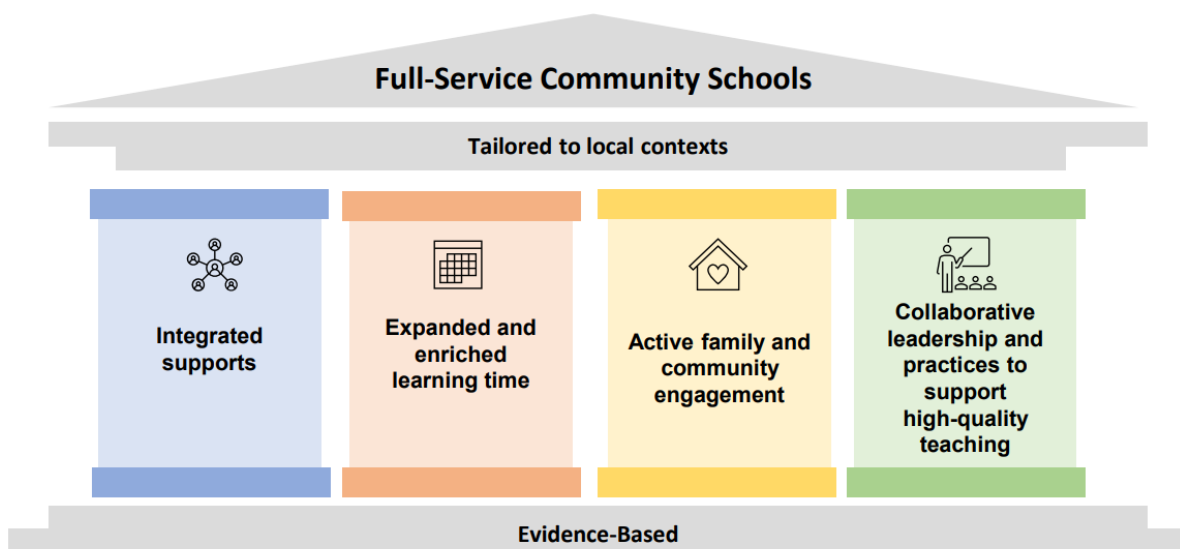
## Appendix C. U.S. Department of Education’s Full-Service Community Schools Program

Information summarized within this Request has been adapted from U.S. Department of Education’s Office of Elementary & Secondary Education, Full-Service Community Schools Program (FSCS): <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/>

Requirements are based on details of the FY2022 FSCS Program Application and Competition:

- <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/fy-2022-fscs-program-application-and-competition/>
- [https://oese.ed.gov/files/2022/07/FSCS\\_FY2022\\_NIA\\_Overview\\_final.pdf](https://oese.ed.gov/files/2022/07/FSCS_FY2022_NIA_Overview_final.pdf)
- [https://oese.ed.gov/files/2022/07/FSCS\\_FY2022\\_AP3overview\\_final.pdf](https://oese.ed.gov/files/2022/07/FSCS_FY2022_AP3overview_final.pdf)
- [https://oese.ed.gov/files/2022/07/FSCS\\_FY2022\\_Application\\_Instructions-final.pdf](https://oese.ed.gov/files/2022/07/FSCS_FY2022_Application_Instructions-final.pdf)
- <https://www.federalregister.gov/documents/2022/07/13/2022-15091/applications-for-new-awards-full-service-community-schools-program>
- <https://www.federalregister.gov/documents/2022/07/13/2022-15090/final-priorities-requirements-definitions-and-selection-criteria-full-service-community-schools>

## Pillars of Full-Service Community Schools



FSCS General Resources as provided by US Ed are provided at: <https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/school-choice-improvement-programs/full-service-community-schools-program-fscs/general-resources/>

In January 2023, the White House released a fact sheet announcing efforts to support community schools:

<https://www.whitehouse.gov/briefing-room/statements-releases/2023/01/18/fact-sheet-biden-harris-administration-announces-efforts-to-support-community-schools/>

A toolkit collated funding sources and grant programs to support community schools and meet the unique needs of communities:

[https://www.whitehouse.gov/wp-content/uploads/2023/01/2023-01-13-WHITE-HOUSE-TOOLKIT\\_Federal-Resources-to-Support-Community-Schools.pdf](https://www.whitehouse.gov/wp-content/uploads/2023/01/2023-01-13-WHITE-HOUSE-TOOLKIT_Federal-Resources-to-Support-Community-Schools.pdf)

Many entities provide resources related to community schools; one example is a webinar from the Brookings Institution on how to start and sustain community schools:

[https://www.brookings.edu/events/how-district-leaders-start-and-sustain-community-schools/?utm\\_campaign=Events%3A%20Global%20Economy%20and%20Development&utm\\_medium=email&utm\\_content=231192131&utm\\_source=hs\\_email](https://www.brookings.edu/events/how-district-leaders-start-and-sustain-community-schools/?utm_campaign=Events%3A%20Global%20Economy%20and%20Development&utm_medium=email&utm_content=231192131&utm_source=hs_email)

### FSCS Evaluation Indicators

FSCS grantees are required to report on a performance measure regarding the increase in the number and percentage of families and students targeted for services each year of the program, in order to ensure that children are prepared for kindergarten; achieving academically; and safe, healthy, and supported by engaged parents. Additionally, FSCS grantees are encouraged to propose indicators including but not limited to:

#### *Quantitative*

- Student chronic absenteeism rates;
- Student discipline rates, including suspensions and expulsions;
- School climate information, which may come from student, parent, or teacher surveys;
- Provision of integrated student supports and stakeholder services;
- Expanded and enriched learning time and opportunities;
- Family and community engagement efforts and impact;
- Information on the number, qualifications, and retention of school staff, including the number and percentage of fully certified teachers, disaggregated by race and ethnicity, rates of teacher turnover, and teacher experience.

#### *Qualitative*

- Changes in school spending information;
- Collaborative leadership and practice strategies, which may include building the capacity of educators, principals, other school leaders, and other staff to lead collaborative school improvement structures, such as professional learning communities;
- Regularly convening or engaging all initiative-level partners, such as LEA representatives, city or county officials, children's and youth's cabinets, nonprofit service providers, public housing agencies, and advocates;
- Regularly assessing program quality and progress through individual student data, participant feedback, and aggregate outcomes to develop strategies for improvement; and
- Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment.

[https://oese.ed.gov/files/2022/07/FSCS\\_FY2022\\_AP3overview\\_final.pdf](https://oese.ed.gov/files/2022/07/FSCS_FY2022_AP3overview_final.pdf)

## Appendix C. NH’s Early Childhood Regional System

Through a competitive procurement process, the NH PDG awarded grants to seven New Hampshire Early Childhood Regional Leads in the development of a state-wide system of partnerships that enhance early childhood care and education (ECCE)-school-family support collaborations and build infrastructure for cross-sector collaboration and alignment for the purpose of coordinating resources and services within identified regions.

- Region 1 (Greater Monadnock, Greater Sullivan & Upper County): Monadnock United Way
- Region 2 (Capital Area): Granite United Way (for the Capital region)
- Region 3 (Greater Nashua): United Way of Greater Nashua
- Region 4 (Greater Derry & Manchester): Amoskeag Health
- Region 5 (Central NH, Lakes): Granite United Way (for Central NH/Lakes region)
- Region 6 (Strafford County & Seacoast): Granite United Way/UW of the Greater Seacoast
- Region 7 (North Country & Carroll County): Children Unlimited

Each Regional Lead received \$350,000 September 2021 – December 2022 (with a no-cost extension through June 2023) to support the coordination, collaboration, and communication of the partners in the region (focused on early childhood care and education, family support, and schools) to identify and address gaps or needs. Each Regional Lead was also invited to apply for up to \$375,000 in project-specific funding during the same timeframe. The projects include:

| <b>Region</b> | <b>Lead</b>   | <b>Project(s)</b>   |
|---------------|---|---|
| <b>1</b>      | Impact Monadnock  | <ul style="list-style-type: none"> <li>▪ Practice-based coaching and collaboration through mentoring</li> </ul>   |
| <b>2</b>      | Granite United Way (Capital region)                       | <ul style="list-style-type: none"> <li>▪ School district home visiting for New American families</li> <li>▪ Play based learning expansion</li> </ul>  |
| <b>3</b>      | United Way of Greater Nashua                              | <ul style="list-style-type: none"> <li>▪ Health/Behavioral Health (ACES community education; Preschool Wrap Services; ACERT)</li> <li>▪ Positive Learning Experience (Ready for K Public School Based Activities; Early Literacy and Social Emotional Learning Public Library Based Activities; Safe Routes to School; Pyramid Model Readiness)</li> <li>▪ Strong Families (Parent cafes; Parent Leadership; Parent Outreach and Family Engagement; Time to Learn)</li> </ul> |
| <b>4</b>      | Amoskeag Health   | <ul style="list-style-type: none"> <li>▪ Pyramid Model expansion</li> </ul>   |
| <b>5</b>      | Granite United Way (Central NH/Lakes region)              | <ul style="list-style-type: none"> <li>▪ Joint home visiting program</li> <li>▪ Pyramid Model implementation</li> <li>▪ Universal screening</li> <li>▪ Welcome Baby Kits</li> <li>▪ Awareness campaign</li> <li>▪ Resource coordination</li> </ul>  |
| <b>6</b>      | Granite United Way (Strafford County and Seacoast region) | <ul style="list-style-type: none"> <li>▪ Trauma-informed trainings</li> <li>▪ Play groups in high-need communities</li> </ul>   |
| <b>7</b>      | Children Unlimited  | <ul style="list-style-type: none"> <li>▪ Pyramid Model expansion</li> <li>▪ Early childhood care and education workforce supports</li> </ul>  |

To assist interested parties in identifying and connecting with regional partners, please see the [map of the identified Regions and a listing of the towns in each region](#). The associated [Interactive Mapping Tool](#), developed by NH PDG partner Abt Associates, supports partners in identifying needs within regions. The related [brief](#) describes the process of mapping office locations and catchment areas for 17 distinct systems that support families and children (e.g., family support services, home visiting services, child welfare services, school districts, mental health supports).

END OF DOCUMENT – APPENDIX C