



Frequently Asked Questions

Using COVID-19 Response Funding to Support Community Schools & Related Strategies

December 2021

Contents

Introduction	2
Engaging the School Community	3
NYS Community Schools Technical Assistance Centers.....	4
Frequently Asked Questions	5
1. What is a full-service community school and what makes it evidence-based?.....	5
2. Is there evidence that full-service community schools improve student outcomes?.....	6
3. How are full-service community schools implemented?.....	6

Introduction

This guidance is intended to assist local education agencies (LEAs) in the development and implementation of plans to implement and sustain district and school-wide community school strategies. Information provided is adopted and adapted from a non-regulatory guidance document issued by the United States Department of Education (USDE) titled “Frequently Asked Questions: Using American Rescue Plan Funding to Support Full-Service Community Schools & Related Strategies” issued in July 2021.

Background Information

With the passage of the [American Rescue Plan \(ARP\) Act of 2021](#) and the previous relief packages, states, districts, and schools have significant federal resources available to implement evidence-based¹ and practitioner-informed strategies to meet the needs of students

race/ethnicity, disability status, or other factors. Research shows that evidence-based approaches to community schools can improve students' social, emotional, and academic outcomes.² The USDE currently offers grants for [full-service community schools](#) to improve coordination, introroro

NYS Community Schools Technical Assistance Centers

New York State's three Community Schools Technical Assistance Centers (CSTACS) are available to provide support to all schools in New York that are implementing or considering a community schools approach. The CSTACs provide information statewide on effective and promising practices in the establishment and ongoing management of community school strategies through professional development and technical assistance. Visit the [CSTAC](#) website for further information and upcoming events or reach out to your regional center.

New York City Community Schools TAC at Fordham University

Serving Bronx, Kings, New York, Queens, and Richmond Counties

Phone: (212) 636-6100

Email: cstac@fordham.edu

Eastern New York TAC at Rockland 21st Century Collaborative for Children and Youth, Inc. (Rockland 21C)

Serving Albany, Clinton, Columbia, Dutchess, Essex, Franklin, Fulton, Greene, Hamilton, Montgomery, Nassau, Orange, Putnam, Rensselaer, Rockland, Saint Lawrence, Saratoga, Schenectady, Schoharie, Suffolk, Sullivan, Ulster, Warren, Washington, and Westchester Counties

Phone: (845) 627-5437

Email: cstac@rockland21c.org

Central/Western New York TAC at the Research Foundation for the St01D1 /P <</MCpO EMC Bt t te3p

Frequently Asked Questions

1. What is a full-service community school and what makes it evidence-based?

A full-service community school is a public elementary or secondary school that uses established partnerships between schools, families, and community organizations to provide well-rounded educational opportunities and meet the social, emotional, physical and mental health, and academic needs of students.

Under the Elementary and Secondary Education Act of 1965)10 (w)-8 (h(de)3 (m)4 (i)4 (c)18 (ne)a18 (n10 (d

2. Is there evidence that full-service community schools improve student outcomes?

Yes, according to a 2020 RAND Corporation Study

community schools that improve teaching and learning provide integrated student supports, and access to expanded learning time opportunities and support strong family and community engagement and collaborative leadership and practice.

5. How might ARP ESSER funds be used to assist families and communities?

Assisting families and communities is beneficial in all schools, including evidence-based full-service community schools. For example, any school receiving ARP ESSER funds may use these funds to provide resources on how parents and families can effectively support students' reengagement and success in school. Schools may also partner with community-based organizations to support parents and communities by:

- Providing information on access to meal programs and other programs and services that meet basic student and family needs;

families were not missed during outreach and engagement efforts. ARP ESSER funds may be used to support these types of services and family engagement activities.

6. How might ARP ESSER funds be used to provide **iated** studentsupports?

address areas of concern or any distrust that may be preventing a student from returning to school for in-person instruction. Collaborative leadership and practices can also ensure that any integrated student and family support services provided are culturally and linguistically responsive to the student and family needs.

Collaborations that include teachers and unions may provide formal structures for shared decision-making, treat teachers as true partners in the decision-making, and improve outcomes for students. These kinds of practices have been [shown to improve student achievement and increase teacher retention](#).⁹

Wolfe Street Academy in Baltimore, Maryland has developed strong partnerships with families and cmynddee pr fnd c21emynd9 k hah 4 (nc)8 (l)vema le (s)6 (o)10 (te 8 605.u-)4 309.44.1 (i)4 ((d)- (m)4.a)4

interventions respond to students' social, emotional, and academic needs, and address the disproportionate impact of the COVID-19 pandemic on underrepresented student subgroups. For example, funds may be used to provide the following through expanded and enriched learning time:

- Before- and after-school and summer learning programs;
- Additional academic instruction and high-quality, evidence-

Yes, ARP ESSER funds may be used for a site-level community school coordinator who helps coordinate and lead partnership and engagement efforts and the integrated services that the school provides, including services to respond to the needs of students as a result of the COVID-19 pandemic.

A site-level coordinator plays an integral role in implementing the community schools model with fidelity, often serving as the lead facilitator and recruiter for programs tailored to the school community using data obtained from community needs and asset assessments. At one elementary school in Milwaukee, a full-service community school coordinator worked with families to make sure 100% of assignments were complete online. In addition to supporting families online, the community school coordinator made home visits using social distancing guidelines to check in on students an

- The 21st Century Community Learning Center program under Title IV, Part B of the ESEA provides funding to school districts, community organizations, and other entities to provide before- and after-school and summer academic enrichment activities.
- Subtitle VII-B of the McKinney-Vento Homeless Assistance Act provides support for students experiencing homelessness.

13. Where can I learn more about Community Schools in New York State?

The [New York State Community Schools Technical Assistance Centers](#) provide free professional learning and technical assistance to New York's schools and their community partners. Three