

Department of Education
SAFE SCHOOLS AND CITIZENSHIP EDUCATION
Fiscal Year 2024 Budget Request

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Appropriations Language

For carrying out activities authorized by subparts 2 and 3 of part F of title IV of the ESEA, ,
[~~\$457,000,000~~]\$1,075,000,000, to remain available through December 31, [~~2023~~]2024:
Provided, That [~~\$216,000,000~~]\$601,000,000 shall be available for section 4631¹, of which up to
\$5,000,000, to remain available until expended, shall be for the Project School Emergency
Response to Violence (Project SERV) program:² Provided further, That [~~\$150,000,000~~] shall be
available for section 4625:\$368,000,000 shall be available for section 4625, and up to
\$10,000,000 of such funds may be used for planning grants:³ Provided further, That the
Secretary may use up to \$25,000,000 of the funds in the preceding proviso for grants to local
educational agencies to provide integrated student supports designed to improve student social,
emotional, physical, and mental health and academic outcomes:⁴ Provided further, That the
Secretary may reserve up to 2 percent of the funds provided in the second proviso for technical
assistance under section 4625 and to grantees funded under the preceding proviso:⁵ Provided
further, That [~~\$91,000,000~~]\$106,000,000 shall be available for section 4624.⁶

(Department of Education Appropriations Act, 2023.)

NOTE

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document which follows the appropriations language.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ ...Provided, That [\$216,000,000] <u>\$601,000,000</u> shall be available for section 4631...</p>	<p>This language earmarks funds for School Safety National Activities (section 4631) in order to override the \$5 million reservation for School Safety National Activities in section 4601(b)(1) of the Elementary and Secondary Education Act (ESEA).</p>
<p>²... of which up to \$5,000,000, to remain available until expended, shall be for the Project School Emergency Response to Violence (Project SERV) program:...</p>	<p>This language earmarks funds for Project SERV (under School Safety National Activities) and makes these funds available for obligation at the Federal level until they are expended.</p>
<p>³... Provided further, That [\$150,000,000 shall be available for section 4625:]<u>\$368,000,000 shall be available for section 4625, and up to \$10,000,000 of such funds may be used for planning grants:...</u></p>	<p>This language earmarks funds for the Full-Service Community Schools program in order to override the authorized level for the program under ESEA section 4601(b)(2)(B), and allows up to \$10 million to be awarded as planning grants.</p>
<p>⁴...<u>Provided further, That the Secretary may use up to \$25,000,000 of the funds in the preceding proviso for grants to local educational agencies to provide integrated student supports designed to improve student social, emotional, physical, and mental health and academic outcomes:...</u></p>	<p>This language authorizes the use of \$25 million of the amount available for Full-Service Community Schools to be used for grants to school districts to provide integrated student supports.</p>
<p>⁵...<u>Provided further, That the Secretary may reserve up to 2 percent of the funds provided in the second preceding proviso for technical assistance under section 4625 and to grantees funded under the preceding proviso:...</u></p>	<p>This language allows the Secretary to reserve up to 2 percent of Full-Service Community Schools funds to provide technical assistance to grantees.</p>
<p>⁶... That [\$91,000,000]<u>\$106,000,000</u> shall be available for section 4624.</p>	<p>This language earmarks funds for the Promise Neighborhoods program in order to override the authorized level for the program under ESEA section 4601(b)(2)(B).</p>

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Amounts Available for Obligation (dollars in thousands)

Appropriation/Adjustments/Transfers	2022	2023	2024
Discretionary:			
Appropriation	\$361,000	\$457,000	\$1,075,000
Total, discretionary appropriation	\$361,000	\$457,000	\$1,075,000

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Summary of Changes
(dollars in thousands)

2023	\$457,000
2024	1,075,000
Net change	+618,000

Increases:	2023 base	Change from base
<u>Program:</u>		
Increase for School Safety National Activities to expand support for new grants under the mental health programs.	\$216,000	+\$385,000
Increase for Promise Neighborhoods to make new awards in fiscal year 2024 and incentivize applicants to incorporate community violence intervention (CVI) strategies into their proposed projects	91,000	+15,000
Increase for Full-Service Community Schools to provide students and families in low-income communities access to the comprehensive social, emotional, mental, and physical health, and academic services and supports they need to succeed.	150,000	+218,000
Subtotal, increases		+618,000

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Authorizing Legislation
(dollars in thousands)

Activity	2023 Authorized	2023 Appropriation	2024 Authorized	2024 Request
School safety national activities (<i>ESEA IV-F, Subpart 3, section 4631</i>)	0 ^{1,2}	\$216,000	TBD ²	\$601,000
Promise neighborhoods (<i>ESEA IV-F, Subpart 2, section 4624</i>)	3	91,000	TBD ²	106,000
Full-service community schools (<i>ESEA IV-F, Subpart 2, section 4625</i>)	3	150,000	TBD ²	368,000
Total definite authorization	0		TBD	
Total annual appropriation		457,000		1,075,000
Portion of request subject to reauthorization				1,075,000

¹ A total of \$220,741 thousand is authorized for Part F of Title IV. Of the funds appropriated for Part F, \$5,000 thousand is reserved under section 4601(b)(1) to carry out the School Safety National Activities under Subpart 3 (section 4631).

² The GEPA extension expired September 30, 2021. Reauthorization for FY 2024 is expected through appropriations action.

³ A total of \$220,741 thousand is authorized for Part F of Title IV. Of the amount appropriated for Part F, \$5,000 thousand is reserved for Subpart 3 and of the remainder, 32 percent is for the Promise Neighborhoods and Full-Service Community Schools programs under Subpart 2.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2015 ¹	\$1,463,370	N/A	\$270,892	\$223,315
2016 ²	349,561	\$56,754	120,314	244,815
2017 ³	228,000	63,254	143,354	151,254
2018 ⁴	134,857	138,000	131,254	185,754
2019 ⁵	43,000	185,754	190,754	190,754
2020 ⁶	200,000	320,000	183,254	201,000
2021 ⁷	0	219,000	210,000	217,000
2022 ⁸	650,000	1,666,000	1,417,000	201,000
2023 ⁹	693,000	1,708,000	442,000	457,000
2024	1,075,000			

¹ The House allowance is shown as N/A because there was no Subcommittee action. The level for the Senate allowance reflects Senate Subcommittee action only.

² The levels for the House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

³ The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriation bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

⁴ The level for the House allowance reflects floor action on the Omnibus appropriations bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

⁵ The levels for the House and Senate allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

⁶ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

⁷ The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

⁸ The House allowance reflects floor action; the Senate allowance reflects the Chair's mark; and the Appropriation reflects Division H of the Consolidated Appropriations Act, 2022 (P.L. 117-103).

⁹ The House allowance reflects the regular annual FY 2023 appropriation, which was introduced on the floor; the Senate allowance reflects the Chair's mark; and the Appropriation reflects the Consolidated Appropriations Act, 2023 (P.L. 117-328).

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Significant Items in FY 2023 Appropriations Reports

School Safety National Activities

House: The Committee notes that the School-Based Mental Health Services Grants program was created to award grants to SEAs, LEAs, or consortia of LEAs to increase the number of qualified, well-trained mental health professionals in schools. To achieve this critical goal, the Committee urges the Department to focus any new fiscal year 2023 competition on directly increasing the number of these vital mental health professionals, including school counselors, social workers, psychologists, or other mental health professionals qualified to provide school-based mental health services. In recognition of the role LEAs play in mental-health personnel decision making, the Committee directs the Department to guarantee no less than 75 percent of grants support LEA recipients. The Committee notes that the explanatory statement accompanying the Department of Education Appropriations Act, 2020 seeks to promote the sustainability of these services, by requiring that awards include a 25 percent match from grantees and by requiring that the awards do not supplant existing mental health funding.

Response: The Department is not planning to carry out a new competition for School-Based Mental Health Services Grants. However, note that over 80 percent of the fiscal year 2022 funds for new grants went to LEAs, and the competition did include a requirement for a 25 percent match.

House: The Committee notes that other mandatory appropriations provided in fiscal year 2022 for School-Based Mental Health Services Grants are intended to supplement resources provided by the Committee through the Department of Education Appropriations Act, 2022 under a single competition that makes awards to school districts prior to December 31, 2022. The Committee looks forward to a briefing in the coming months on these transformative investments, which will assist school districts in their efforts to increase the number of qualified mental health professionals supporting students.

Response: The Department will provide the requested briefings. Please note that the Department had not finalized activities for mental health grants funded with BSCA fiscal year 2022 funds at the time this justification was in production.

House: The Committee requests a briefing within 90 days of enactment of this Act on plans for carrying out any new fiscal year 2023 Mental Health Services Professional Demonstration Grants and the School-Based Mental Health Services Grants competitions. In addition, the Department shall provide notice and a briefing to the Committees at least seven days before grantees for any new competitions are announced.

Response: The Department is not planning to carry out a new competition for School-Based Mental Health Services Grant or Mental Health Services Professional

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Demonstration Grants with fiscal year 2023 funds; rather, all funds for these programs will be used to make continuation awards.

Joint Explanatory

Statement: The agreement includes \$216,000,000 for national activities, an increase of \$15,000,000, which shall be used by the Department for competitive grant competitions, technical assistance and capacity-building centers, or Project SERV. Not less than two weeks before the publication of a notice of proposed priorities or a notice inviting applications, the Department is directed to brief the Committees on plans for carrying out any new competition funded within School Safety National Activities. In addition, the Department shall provide a briefing and notice of grant awards to the Committees at least seven days before grantees are announced.

Response: The Department will provide the requested briefings and notices.

Promise Neighborhoods

Joint Explanatory

Statement: The agreement provides a portion of funds for the second year of two-year extension grants to high quality Promise Neighborhood programs that have demonstrated positive and promising results through their initial implementation grant to strengthen grantee community's abilities to scale city and regional reinvestment strategies and allow for direct pipeline services. Further, the Department is directed to brief the Committees, prior to the publication of proposed priorities or a notice inviting applications, on potential changes to future grant competitions that would provide expiring and recently expired extension grant recipients operating in a particular neighborhood or community the opportunity to compete for a new grant to strengthen and further expand services in the same neighborhood or community, provided they can demonstrate successful outcomes and justify the need for new funding. Such briefing shall also cover how to maximize the planning time grantees have before implementation begins, and other actions to strengthen the long-term success of communities and neighborhoods assisted with grant funds. The Department shall provide a briefing on implementation plans for the Promise Neighborhoods program not later than 14 days prior to issuing a notice inviting applications for new awards or extension grants.

Response: The Department does not plan to make new awards through a grant competition in fiscal year 2023.

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Summary of Request

Funds requested for the Safe Schools and Citizenship Education account support activities help improve students' safety and well-being, enhance the educational and developmental outcomes of children in distressed communities, and provide comprehensive social, emotional, health, and academic services for students, students' family members, and community members in school settings by integrating existing school- and community-based supports.

Increased funding is requested for all three program areas—School Safety National Activities, Promise Neighborhoods, and Full-Service Community Schools—as part of the Administration's broader initiative to expand infrastructure for community-school partnerships, including those that incorporate strategies for reducing gun violence through approaches other than incarceration. Specific increases include the following:

- The request for School Safety National Activities includes a \$385 million increase, which would provide approximately \$428 million for new grants under the School-Based Mental Services Grants and Mental Health Services Professional Demonstration Grants programs. The request also includes \$25.8 million in continued support for school infrastructure grants and a national technical assistance center on school infrastructure and sustainability to provide technical assistance and training to SEAs and LEAs, on issues related to educational facility planning, design, financing, construction, improvement, operation, and maintenance.
- The request for Promise Neighborhoods includes a \$15 million increase, for a total of 106 million, of which \$17.5 million would be for new grant awards and the remainder would (1) fund the current grants through to the completion of their projects; and (2) support a small number of national activities.
- The request for Full-Service Community Schools includes \$368 million, a \$218 million increase. Approximately \$203 million would be for new grant awards, including \$25 million for new integrated student supports grants; the remainder would fund current grants through to the completion of their projects.

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(Elementary and Secondary Education Act of 1965, Title IV, Part F, Subpart 3, Section 4631)

(dollars in thousands)

FY 2024 Authorization: To be determined¹

Budget Authority:

<u>2023 Appropriation</u>	<u>2024 Request</u>	<u>Change</u>
\$216,000	\$601,000	+\$385,000

PROGRAM DESCRIPTION

School Safety National Activities (SSNA) is a broad discretionary authority under section 4631 of the Elementary and Secondary Education Act of 1965 (ESEA) for activities to improve students' safety and well-being. Activities under the program may be carried out through grants, contracts, or cooperative agreements with public and private organizations or individuals, or through agreements with other Federal agencies.

The School Safety National Activities program statute also authorizes the longstanding Project School Emergency Response to Violence (Project SERV) program, which provides education-related services—including counseling and referral to mental health services as needed—to local educational agencies (LEAs) and institutions of higher education (IHEs) in which the learning environment has been disrupted by a violent or traumatic incident.

In recent years School Safety National Activities, in addition to Project SERV, have included:

- Project Prevent Grants to LEAs to help schools in communities with pervasive violence break the cycle of violence by offering students: (1) access to school-based counseling services or referrals to community-based mental health services to address trauma; (2) social and emotional supports to help address the effects of community violence; (3) conflict resolution and other school-based strategies to prevent future violence; and (4) a safer and improved school environment, which may include activities to decrease the incidence of harassment, bullying, violence, and gang involvement.
- School Climate Transformation Grants to State educational agencies (SEAs) and LEAs to develop and adopt, or expand to more schools, multi-tiered systems of support, such as Positive Behavioral Interventions and Supports, that guide the selection, integration, and implementation of evidence-based practices for improving school climate and supporting

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2024 is expected through appropriations action.

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student social and emotional well-being. Nearly all currently funded projects include strategies to prevent and/or mitigate the effects of opioid abuse.

- Grants to States for Emergency Management to increase the capacity of SEAs to help their LEAs (through training and technical assistance) to develop, implement, and improve high-quality emergency operations plans that make schools safer by supporting efforts to prevent, protect against, mitigate, respond to, and recover from all threats and hazards.
- Mental Health Services Professional Demonstration Grants to support innovative partnerships that address the shortage of school-based mental health providers by training such providers for employment in high-need schools and LEAs. The partnerships must include (1) one or more high-need LEAs or an SEA on behalf of one or more high-need LEAs and (2) one or more eligible IHEs and provide opportunities to place graduate students of IHEs in school-based mental health fields into schools served by the participating high-need LEAs to complete required field work, credit hours, internships, or related training as applicable for the degree, license, or credential program of each student. The Bipartisan Safer Communities Act provided \$100 million annually from fiscal years 2022 through 2026 for grants under this program.
- School-Based Mental Health Services Grants to SEAs, LEAs, and consortia of LEAs to increase the number of qualified (i.e., licensed, certified, or credentialed, each as defined in this document) mental health services providers providing school-based mental health services to students in LEAs with demonstrated need. To promote the sustainability of these services, grantees are required to provide matching funds of at least 25 percent of their grant amounts and may not use their awards to supplant existing mental health services funding. The Bipartisan Safer Communities Act provided \$100 million annually from fiscal years 2022 through 2026 for grants under this program.
- Technical assistance to help schools, LEAs, and IHEs to promote safe and supportive learning environments and develop, implement, and improve their emergency management plans, including through:
 - The National Center on Safe Supportive Learning Environments (NCSSLE), which provides technical assistance to SEAs, LEAs, and IHEs to help improve conditions for learning in schools and classrooms and to provide safe and healthy environments that prevent substance abuse, support student academic success, and prevent violence at the elementary, secondary, and postsecondary levels.
 - The Safer Schools and Campuses Best Practices Clearinghouse, which highlights lessons learned and best practices that can help K-12 schools and districts, and institutions of higher education, identify opportunities to utilize American Rescue Plan funds to operate safely and meet the needs of students, teachers, and other school staff during the COVID-19 pandemic. The Clearinghouse addresses the following three major topics: (1) Safe and Healthy Environments—approaches to implementing the Centers for Disease Control and Prevention's (CDC) recommended prevention strategies and preparing for and sustaining in-person operations safely; (2) Providing Supports to Students—strategies to meet student social, emotional, mental health, academic,

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financial, and other needs, including access to food and other basic needs; and (3) Teacher, Faculty, and Staff Well-Being, Professional Development, and Supports—strategies to address the social, emotional, mental health, and other needs of teachers, faculty, and staff.

- The Department’s Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, which provides nationwide training and technical assistance designed to support emergency management efforts for schools, LEAs, and IHEs.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	\$95,000
2020	105,000
2021	106,000
2022	201,000
2022 BSCA	200,000
2023	216,000
2023 BSCA	200,000

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$601.0 million for School Safety National Activities, \$385.0 million more than a fiscal year 2023 appropriation. The request would provide approximately \$428 million for new awards under the School-Based Mental Services Grants and Mental Health Services Professional Demonstration Grants programs. The request also includes \$25.8 million in continued support for school infrastructure grants and a national technical assistance center on school infrastructure and sustainability.

Mental Health Services in Schools

The 2024 request would provide \$428 million for new awards under the existing discretionary mental health services programs funded through SSNA in recognition of the trauma, stress, and mental health needs encountered by students in our public schools. This is particularly important for underserved students who are less likely to have access to the mental health supports they need to ensure their academic success. The COVID-19 pandemic caused nationwide disruption at all levels of our education system, familial loss, significant economic dislocation, and related stress that has taken an unprecedented toll on the mental health and well-being of students, families, and educators.

A recent Center for Disease Control (CDC) and Prevention study found that more than 1 in 3 high school students experienced poor mental health during the pandemic and nearly half of students felt persistently sad or hopeless. The increase in student stress and trauma has also been driven in part by the significant number of large-scale natural disasters over the past five years. A recent Government Accountability Office (GAO) report, found that the increase of student stress and trauma can be attributed to recent natural disasters and other learning

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disruptions such as Hurricanes Harvey and Maria in 2017, Hurricane Ian and Fiona in 2022, the catastrophic wildfires in western States, as well as the regular community violence that disproportionately affects low-income communities and communities of color. In addition, the compounded daily effects of racial injustice can have a negative impact on the social, emotional, and mental health of many students. For example, students at Historically Black Colleges and Universities (HBCUs) experienced bomb threats in early 2022 that were racially motivated. Research shows that school-based access to health professionals can help identify and mitigate the impacts of these experiences. Yet, there continues to be a critical gap, between the number of school-based health service providers needed to provide daily supports (i.e. social and emotional learning, mental wellness, and positive and trusting relationships between students and adults), and the number of such providers currently in our schools – particularly in LEAs or schools with high concentrations of poverty.

Priorities for new awards would be determined following completion of the competitions for the School-Based Mental Services Grants and Mental Health Services Professional Demonstration Grants programs funded with fiscal year 2022 funds, including funds appropriated under the Bipartisan Safer Communities Act (BSCA). In addition, the Administration is requesting \$150 million under the Fund for the Improvement of Postsecondary Education (FIPSE) in the Higher Education Account to create a complementary program to hire additional staff to implement best practices for addressing the mental health needs of college students on their campuses. There has been a high need for campus mental health services for many years, and the COVID-19 pandemic further exacerbated longstanding needs for student mental health supports at postsecondary institutions.

Building State and Local Capacity to Improve School Infrastructure

The request includes funds to continue support for activities to address SEA and LEA needs to improve school infrastructure. Too many students attend schools that are decrepit, unsafe, and pose health risks. These conditions are dangerous for students and exist disproportionately in schools with high percentages of low-income students and students of color. The American Society of Civil Engineers gives our K-12 school infrastructure a “D+.” In 2024, School Safety National Activities funds would continue to support a national technical assistance center, which will be awarded this year with fiscal year 2023 funds. It will provide technical assistance and training to SEAs and LEAs on issues related to ensuring equitable access to healthy, educationally adequate, and environmentally and fiscally sustainable public-school facilities and grounds. The new center will also address how to ensure safe and healthy school facilities, and how school physical environments, both indoors and outdoors, can be used to support a variety of hands-on, real-world learning and whole-student health activities. These activities may include facilities that support science, art, music, cafeteria, and early learning activities; full access for students with disabilities; and school gardens and green schoolyards consistent with the Administration’s commitment to address the causes and consequences of climate change. The center will also support the school infrastructure capacity building grantees.

Most other fiscal year 2024 funds would support continuation costs for grants awarded in prior years, including Project Prevent grants, Mental Health Service Professional Demonstration

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Grants, and School-Based Mental Health Services Grants. Other funds would be used for technical assistance and outreach activities.

In addition, the Department would reserve \$5 million for Project SERV to maintain a “ready reserve” of funding to provide immediate financial assistance to help schools, colleges, and universities restore the learning environment following a violent or traumatic event.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2022	2023	2024
Project Prevent			
Grant award funds (new)	\$7,938	0	0
Grant award funds (continuation)	11,587	\$19,525	\$19,525
Peer review of new award applications	46	0	0
Total	\$19,571	\$19,525	\$19,525
Number of awards (new)	11	0	0
Number of awards (continuation)	15	26	26
Range of awards	\$570-800	\$570-800	\$570-800
Average award	751	751	751
School Climate Transformation Grants			
SEA grant award funds (continuation)	\$9,687	0	0
LEA grant award funds (continuation)	42,704	\$43,421	0
Technical assistance	3,750	2,500	2,500
Total	\$56,141	\$45,921	\$2,500
Number of SEA awards (continuation)	14	0	0
Range of SEA awards	\$491-750	0	0
Average SEA award	692	0	0
Number of LEA awards (continuation)	69	69	0
Range of LEA awards	\$223-750	\$223-750	0
Average LEA award	619	629	0

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Output Measures	2022	2023	2024
Grants to States for Emergency Management			
Grant award funds (continuation)	\$3,760	0	0
Number of SEA awards (continuation)	10	0	0
Range of awards	\$141-750	0	0
Average award	376	0	0
Mental Health Service Professional Demonstration Grants			
Grant award funds (new)	\$43,261	0	\$214,186
Grant award funds (continuation)	12,220	\$56,481	56,481
Peer review of new grant applications	\$125	0	\$250
Total	\$55,606	\$56,481	\$270,917
Number of awards (new)	62	0	150-300
Number of awards (continuation)	27	89	89
Range of awards (new)	\$67-1,660	0	\$400-1,200
Range of awards (continuation)	181-502	\$181-1,660	181-1,660
Average award (new)	698	0	800
Average award (continuation)	453	635	635
Mental Health Service Professional Demonstration Grants-BSCA			
Grant award funds (new)	\$99,437	0	0
Grant award funds (continuation)	0	\$100,000	\$100,000
Peer review of new grant applications	563	0	0
Total	\$100,000	\$100,000	\$100,000
Number of awards (new)	124	0	0
Number of awards (continuation)	0	124	124
Range of awards	\$400-1,200	\$400-1,200	\$400-1,200
Average award	802	806	806
School-Based Mental Health Services Grants			
Grant award funds (new)	\$43,886	0	\$214,186
Grant award funds (continuations)	11,024	\$55,910	55,910
Peer review of new grant applications	125	0	250
Total	\$55,035	\$55,910	\$270,346
Number of awards (new)	22	0	20-75
Number of awards (continuations)	7	29	29
Range of awards (new)	\$173-3,000	0	\$500-3,000
Range of awards (continuations)	440-2,500	\$173-3,000	173-3,000
Average award (new)	1,995	0	2,856

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Output Measures	2022	2023	2024
Average award (continuations)	\$1,575	\$1,928	\$1,928
School-Based Mental Health Services			
Grants-BSCA			
Grant award funds (new)	\$99,682	0	0
Grant award funds (continuations)	0	\$100,000	\$100,000
Peer review of new grant applications	318	0	0
Total	\$100,000	\$100,000	\$100,000
Number of awards (new)	81	0	0
Number of awards (continuations)	0	56	56
Range of awards	\$173-3,000	\$173-3,000	\$500-3,000
Average award	1,231	1,786	1,786
School Infrastructure and Sustainability			
Grant award funds (new)	0	\$25,783	0
Grant award funds (continuations)	0	0	\$25,783
Peer review of new grant applications	0	260	0
Total	0	26,043	25,783
Number of awards (new)	0	25	0
Number of awards (continuations)	0	0	25
Range of awards	0	\$250-\$500	\$250-\$500
Average award	0	1,031	1,031
Other data collection, dissemination, outreach, and assistance			
	\$5,979	\$7,120	\$6,929
School Emergency Response to Violence (Project SERV)			
	\$3,753	\$5,000	\$5,000

NOTES:

The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including this one, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds for this purpose from School Safety National Activities in fiscal year 2022, but may do so in fiscal years 2023 and 2024.

The Department had not finalized activities funded with BSCA fiscal year 2022 funds at the time the budget was prepared; thus amounts for 2022 do not reflect final information, including any funding used for program administration, technical assistance, data collection, or dissemination.

The Department frontloaded \$9,602 thousand (\$4,486 thousand from the regular appropriation and \$5,116 thousand from BSCA appropriation) for School Based Mental Health Services grants.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

Project Prevent Grants

Goal: To help ensure that schools are safe, disciplined, and drug free by increasing the capacity of LEAs in communities with pervasive violence to better address the needs of affected students and to break the cycle of violence.

Objective: Project Prevent grantees will demonstrate substantial progress in decreasing student violent and related behavior, increasing student access to mental health services, and increasing student engagement.

2019 Cohort of Project Prevent Grants

Measure: The percentage of Project Prevent grantees that report a measurable decrease in violent, aggressive, and disruptive behavior in schools served by the grant.

Year	Target	Actual
2020	Baseline	100%
2021	100%	86
2022	60	47
2023	70	
2024	75	

Additional Information: Data for 2020 and 2021 reflect performance based on reports submitted by all 15 grantees; data for 2020 are presumed to be an anomaly due to the impact of the COVID-19 pandemic. The decrease in 2021 may also be due to the continued impact of the COVID-19 pandemic on in-person learning. Data for 2022 reflect performance based on reports from 13 out of 15 grantees. The missing data for the two grantees will be reported in 2023. Continued impacts of school closures caused by the COVID-19 pandemic and shifts from virtual to in-person and/or hybrid learning environments resulted in a decline for this measure.

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Measure: The percentage of Project Prevent grantees that report a measurable increase in the number of students in schools served by the grant receiving school-based and community mental health services to address student needs resulting from exposure to violence.

Year	Target	Actual
2020	Baseline	100%
2021	100%	47
2022	75	47
2023	80	
2024	85	

Additional information: Data for 2020 reflect preliminary performance based on 10 of 15 grantees that submitted data for this measure. Data for 2020 are presumed to be an anomaly due to the impact of the COVID-19 pandemic and such performance may not continue in future years. Data for 2021 are based on all grantees reporting valid and complete data. Data for 2022 are based on 14 out of 15 grantees that reported valid and complete data. Performance in 2021 and 2022 likely reflects the continued impact of school closures caused by the COVID-19 pandemic and shifts from virtual to in-person and/or hybrid learning environments.

Measure: The percentage of Project Prevent grantees that report a measurable increase in the school engagement of students served by the grants.

Year	Target	Actual
2020	Baseline	Not Available
2021	N/A	20%
2022	60%	20
2023	25	
2024	30	

Additional information: School closures due to the COVID-19 pandemic significantly limited the extent to which grantees were able to administer the school climate surveys that would have collected the 2020 data for this measure. The impact was so significant that no 2020 performance data for this measure were submitted by any of the 15 Project Prevent grantees. Data for 2021 are based on 6 of 15 grantees that reported valid and complete data. Nine of the 15 grantees experienced delays with releasing and validating the survey instruments. Performance in 2021 may be due to the shift from in-person to virtual instruction due to the pandemic. Results for 2022 are based on 5 of 15 grantees. The missing data for the ten grantees will be reported in 2023.

Measure: The percentage of grantees that report a measurable increase in the quality of family engagement and grantee engagement with community-based organization(s), as defined and measured by the grantee.

Year	Target	Actual
2020		Not Available
2021		20%
2022		53
2023	60%	
2024	65	

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Additional information: School closures due to the COVID-19 pandemic significantly limited the extent to which grantees were able to administer the school climate surveys that would have collected the 2020 data for this measure. The impact was so significant that none of the 15 Project Prevent grantees submitted 2020 performance data for this measure. Data for 2021 are based on 6 of 15 grantees that reported valid and complete data. Nine of the 15 grantees experienced delays releasing and validating the survey instruments. Performance in 2021 may be due to the shift from in-person to virtual instruction due to the pandemic. Results for 2022 are based on 11 of 15 grantees. The missing data for the four grantees will be reported in 2023.

LEA School Climate Transformation Grants

Goal: To help ensure that schools are safe, disciplined, and drug free by increasing the capacity of LEAs to improve behavioral and learning outcomes of students through the implementation of multi-tiered behavioral frameworks.

Objective: LEA School Climate Transformation grantees will demonstrate substantial progress in decreasing disciplinary actions and increasing attendance using multi-tiered behavioral frameworks.

2019 Cohort of 5-Year LEA School Climate Transformation Grants

Measure: The number and percentage of schools annually that are implementing a multi-tiered system of support framework with fidelity.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2020	Baseline	305	Baseline	45%
2021	314	468	48%	64
2022	323	460	51	62
2023	333		54	
2024	480		59	

Additional information: Data for 2020 reflect performance based on 56 of 69 grantees. By the end of 2021, grantees were much further along with implementing a multi-tiered system of support than in the previous year. Additionally, shifts from virtual to in-person learning positively impacted the grantees' ability to service more schools. Data for 2022 reflect performance from 63 of 69 grantees that reported for this measure. Data for six grantees with missing information will be reported in 2023. Grantees experienced general and technical issues collecting and reporting the data.

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Measure: The number and percentage of schools annually that are implementing opioid abuse prevention and mitigation strategies.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2020	Baseline	196	Baseline	42%
2021	202	377	45%	67
2022	208	468	48	79
2023	214		52	
2024	500		57	

Additional information: Data for 2020 reflect performance based on 48 of 69 grantees. Data for 2021 reflect performance based on 60 of 69 grantees. In 2021, grantees were much further along with implementing opioid abuse prevention and mitigation strategies than in the previous year. Additionally, shifts from virtual to in-person learning positively impacted the grantees' ability to service more schools. Data for 2022 reflect performance from 62 out of 69 grantees. The missing data for seven grantees will be reported in 2023.

Measure: The number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2020	Baseline	281	Baseline	61%
2021	289	607	64%	84
2022	298	450	67	67
2023	470		70	
2024	480		80	

Additional information: Data for 2020 reflect preliminary performance data based on 49 of 69 grantees. Data for 2021 reflect performance based on 63 of 69 grantees. Data for 2022 reflects 60 of 69 grantees. The missing data for nine grantees will be reported in 2023.

Measure: The number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of other drugs.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2020	Baseline	288	Baseline	57%
2021	297	590	60%	80
2022	306	406	63	59
2023	315		66	
2024	425			

Additional information: Data for 2020 reflect performance based on 66 of 69 grantees. Data for 2021 reflect performance based on 62 of 69 grantees. Data for 2022 reflects performance of 61 out of 69 grantees. Missing information for eight grantees will be reported in 2023. The

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decline in 2022 is likely due to lingering impacts of the COVID-19 pandemic, staffing shortages and grantees' inability to collect complete and reliable data.

Measure: The number of training and/or technical assistance events to support implementing with fidelity provided annually by LEAs to schools implementing a multi-tiered system of support.

Year	Target	Actual
2020	Baseline	2,173
2021	2,178	4,495
2022	2,183	5,502
2023	6,000	
2024	6,500	

Additional information: Data for 2020 reflect performance based on 66 of 69 grantees. Data for 2021 reflect performance based on 67 of 69 grantees. In 2021, grantees were much further along in their ability to provide training as many schools returned to in-person learning as opposed to virtual learning. Additionally, trainings that had been previously planned, then cancelled due to the COVID-19 pandemic, were rescheduled for 2021. Data for 2022 reflect performance based on 64 of 69 grantees. The missing data for five grantees will be reported in 2023.

Measure: The number and percentage of schools annually that report an improved school climate based on the results of the ED School Climate Surveys or similar tool.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2020	Baseline	186	Baseline	36%
2021	205	286	46%	71
2022	226	200	56	32
2023	249		40	
2024	255		45	

Additional information: Data for 2020 reflect performance based on 47 of 69 grantees. Due to COVID-19 pandemic related interruptions and other conflicts, the 2021 data reflect performance based on 47 of 69 grantees. Of the 22 grantees that did not report data for this measure, nine reported not completing the school climate surveys; nine reported a need to reschedule the school climate survey; and four claimed their data was incorrectly reported and expect to resubmit their data to the Department. Data for 2022 are based on performance from 58 out of 69 grantees. Data for the missing 11 grantees will be reported in 2023. Although there was an increase in the number of schools reporting data for this measure, the percentage declined because more schools reported data than in the previous two years.

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SEA School Climate Transformation Grants

Goal: To help ensure that schools are safe, disciplined, and drug free by increasing the capacity of SEAs to support LEAs to improve behavioral and learning outcomes of students through the implementation of multi-tiered behavioral frameworks.

Objective: SEA School Climate Transformation grantees will demonstrate substantial progress in increasing the capacity of LEAs in implementing a multi-tiered behavioral framework.

2018 Cohort of SEA School Climate Transformation Grants

Measure: The number of training and technical assistance events provided by the SEA School Climate Transformation Grant Program to assist LEAs in implementing a multitiered behavioral framework.

Year	Target	Actual
2019	Baseline	1,273
2020	1,350	2,877
2021	2,963	6,028
2022	3,052	4,920
2023	3,144	

Additional Information: Data for 2019 are based on reports from 12 of 14 grantees; data for 2020 are based on reports from all 14 grantees. By the end of the 2020 (year 2) performance period, the grantees were much further along in the implementation of their projects. Coincidentally that second year was when the COVID-19 pandemic resulted in a significant pivot from in-person to virtual training and technical assistance events. The change allowed for a significant increase in the *number* of those events. Data for 2022 are based on reports from 14 of 14 grantees.

Measure: The number and percentage of schools in LEAs provided training or technical assistance by the SEA School Climate Transformation Grant Program that implement a multitiered behavioral framework.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2019	Baseline	374	Baseline	23%
2020	468	2,925	25%	52
2021	3,071	3,573	57	78
2022	3,224	5,296	62	80
2023	3,385		67	

Additional Information: Data for 2019 are based on reports from 10 of 14 grantees. Data for 2020 and 2021 are based on reports from all 14 grantees. As for the previous measure, by the end of the 2020 performance period grantees were much further along in the implementation of their projects and hiring project staff than in their first year of their projects. Due to the COVID-19 pandemic, the shift to virtual training and technical assistance allowed for more schools to receive training and technical support, which leveraged the number and

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percentage of schools that implemented a multitiered behavioral framework. Data for 2022 are based on reports from 14 of 14 grantees.

Measure: The number and percentage of schools in LEAs provided training or technical assistance by the SEA School Climate Transformation Grant Program that implement a multitiered behavioral framework with fidelity.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2019	Baseline	981	Baseline	25%
2020	55	1,412	20%	35
2021	1,454	1,840	40	51
2022	1,498	738	45	17
2023	1,543		50	

Additional information: Data for 2019 reflect performance from 14 of 14 grantees, including data reported too late to have been included in the Department's 2021 Congressional Budget Justification. Targets for 2020 were established based on the original, lower performance for 2019, and were reset for 2021 based on performance for 2020. Data for 2020 reflect performance based on 12 of 14 grantees (two grantees were granted additional time to submit data for this measure due to COVID-19 disruptions). Data for 2021 are based on reports from all 14 grantees. Based on the experience of the 2014 cohort of LEA School Climate Transformation Grants, the ability to implement with fidelity generally increases over time and as more schools are trained. This may help explain the significant increase in 2021 performance over 2020 on this measure. Data for 2022 are based on reports from 14 of 14 grantees. Continued impacts from the COVID-19 pandemic, staff shortages and high turnover rates may have negatively impacted the results for this measure.

Grants to States for Emergency Management (GSEM)

Goal: To improve the quality of school emergency operations plans (EOPs).

Objective: Increase the capacity of SEAs to provide training and technical assistance to LEAs for the development and implementation of high-quality school EOPs.

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2018 Cohort Grants to States for Emergency Management (GSEM)

Measure: The number of training events provided by the GSEM program to assist LEAs in the development and implementation of high-quality school emergency operations plans (EOPs).

Year	Target	Actual
2019	Baseline	229
2020	260	1,051
2021	290	1,841
2022	320	903
2023	500	

Additional information: Data for 2019 and 2020 are based on reports from all 10 GSEM grantees (note that three grantees experienced significant hiring delays in 2019 and provided no training at all that year). All 10 grantees provided training in 2021 (year 3); some grantees only conducted virtual training, while other grantees conducted both virtual and in-person training. Due to the continued strong increase in virtual training sessions from 2020 to 2021, many grantees surpassed their own training goals by increasing the number of anticipated participants. Data for 2022 are based on reports from all 11 GSEM grantees.

Measure: The extent to which the GSEM program expands the capacity of the SEAs to provide training and technical assistance to LEAs for the development and implementation of high-quality school EOPs.

Year	Target	Actual
2019	Baseline	7
2020	10	9
2021	10	10
2022	10	11
2023	11	

Additional information: Data for 2019, 2020 and 2021 are based on reports from all 10 GSEM grantees. Data represent the number of SEA grantees that provided training and technical assistance to LEAs. On average, grantees' overall capacity to provide training and technical assistance to LEAs for the development and implementation of high-quality school EOPs increased by 43 percent from 2020 to 2021. In 2022, 11 out of 11 grantees reporting for this measure showed an increase in their training capacity. The number of grantees reporting data for this measure increased because the Commonwealth of the Northern Mariana Islands (CNMI) provided 26 trainings in year 4, compared to zero trainings in years 1 through 3.

Mental Health Services Professional Demonstration Grants

Goal: To demonstrate innovative partnerships to train school-based mental health services providers for employment in schools in high-need LEAs including by providing opportunities to place graduate students of IHEs in school-based mental health fields into these schools to complete required field work, credit hours, internships, or related training as applicable for the degree, license, or credential program of each student.

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Objective: *Expand the pipeline of high-quality, trained providers to address the shortages of mental health service professionals in schools served by high-need LEAs.*

2019 Cohort Mental Health Services Professional Demonstration Grants

Measure: The unduplicated number of school-based mental health services providers employed by schools and LEAs as of the date for each annual reporting period of the grant who have been trained and placed by the grant to provide school-based mental health services.

Year	Target	Actual
2020	Baseline	27
2021	34	84
2022	43	159
2023	54	
2024	150	

Additional information: Data for 2020 reflect performance based on 6 of 27 grantees that submitted data for this measure. Data for 2021 reflect performance based on 18 of 27 grantees that have increased the number of mental health providers trained, and hired by an eligible LEA. Nine grantees did not report change in performance primarily due to graduate students or interns still completing their training who were not yet eligible to be hired. Data for 2022 reflect 26 out of 27 grantees. The data for the one grantee was delayed and will be reported in 2023.

Measure: The number of school-based mental health services providers employed by schools and LEAs retained on an annual basis by a high-need local educational agency to provide school-based mental health services.

Year	Target	Actual
2020	Baseline	6
2021	8	19
2022	10	96
2023	13	
2024	100	

Additional information: Data for 2020 reflect performance based on 6 of 27 grantees. Data for 2021 reflect performance based on 8 of 27 grantees that have increased the number of mental health providers that were trained, hired by an eligible LEA, and retained for at least nine months. Eighteen grantees reported no change in this measure and one grantee reported a decrease. Data for 2022 reflect performance from 25 of 27 grantees that reported for this measure. Unavailable data for the two grantees will be reported in 2023.

School-Based Mental Health Services Grant Program (SBMH)

Goal: **To increase the number of counselors, social workers, psychologists, or other service providers who provide school-based mental health services to students.**

Objective: *To increase the number of qualified school-based mental health service providers in LEAs with demonstrated need.*

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2020 Cohort School-Based Mental Health Services Grant Program

Measure: The number of school-based mental health service providers recruited as a result of the grant.

Year	Target	Actuals
2021	Baseline	66
2022	73	294
2023	100	
2024	110	

Additional Information: Data for 2021 reflect performance based on data submitted by four of the six grantees. Two grantees encountered significant delays and experienced additional obstacles due to restrictions from the COVID-19 pandemic. Data for 2022 are based on six out of six grantees reporting for this measure.

Measure: The number of school-based mental health service providers retained as a result of the grant.

Year	Target	Actuals
2021	Baseline	454
2022	499	2,031
2023	600	
2024	650	

Additional Information: Data for 2021 reflect performance based on data submitted by four of the six grantees. Two grantees encountered significant delays and experienced additional obstacles due to the impact of the COVID-19. Data for 2022 are based on six out of six grantees reporting for this measure.

Measure: The reduction in the ratio of students to mental health service providers for each LEA with demonstrated need served by the grant.

Year	Target	Actuals
2021		153
2022	168	1,031
2023	180	
2024	200	

Additional Information: Data represent the reduction of the number of students to mental health providers. For example, for 2021, the ratio went from 1:900 to 1:747, representing a reduction of 153 students or 17 percent in the ratio. The Department anticipates a 10 percent reduction in the ratio in years two through five of the projects. Data for 2021 reflect performance based on reports submitted by three of the six grantees. Three grantees did not report on this measure due to delays in the SEA selecting LEAs for participation. Data for 2022 are based on six out of six grantees reporting for this measure. In Year 2, all grantees reported data (in contrast with Year 1) and one grantee drastically increased the hiring and retention of mental health providers. As a result, the actual data for

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Year 2 probably represents an anomaly in reporting and is not expected to increase at the same rate for Years 3 to 5.

Measure: The increase in the number of school-based mental health service providers hired annually for each LEA with a demonstrated need served by the grant compared with the average number of such providers hired in each LEA in the 5 years prior to receiving the grant.

Year	Target	Actuals
2021	Baseline	107
2022	118	174
2023	130	
2024	150	

Additional Information: Data for 2021 reflect performance based on reports submitted by four of the six grantees. The baseline average was 112 mental health service providers hired annually in the 5 years prior to the grant. The number for 2021 represents a 4.5 percent decrease from the baseline. Data for 2022 are based on six out of six grantees reporting for this measure.

Measure: The reduction in the annual attrition rate of school-based mental health service providers for each LEA with a demonstrated need served by the grant compared with the average attrition rate of such providers in each LEA in the 5 years prior to receiving the grant.

Year	Number Target	Number Actuals	Percentage Target	Percentage Actuals
2021	Baseline	55	Baseline	59%
2022	61	87	65%	51
2023	85		60	
2024	80		55	

Additional Information: Data for 2021 reflect performance based on reports submitted by four of the six grantees. The baseline average is an annual attrition rate of 35 providers leaving annually over the previous 5 years. The number for 2021 represents 59 percent of providers who left their positions. This increase in attrition is likely due in part to the COVID-19 pandemic and the missing data from two of the six grantees. Data for 2022 are based on six out of six grantees reporting for this measure. Although the number of actual mental health providers increased, the percentage decreased because the number of newly hired mental health providers increased in 2022.

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2021 Cohort School-Based Mental Health Services Grant Program

Measure: The number of school-based mental health service providers recruited as a result of the grant.

Year	Target	Actuals
2022	Baseline	N/A
2023	5	
2024	7	

Additional Information: In FY 2022, data collection for the one grantee in this cohort was not reported due to delays in recruitment efforts.

Measure: The number of school-based mental health service providers retained as a result of the grant.

Year	Target	Actuals
2022	Baseline	N/A
2023	100	
2024	110	

Additional Information: In FY 2022, data for the one grantee in this cohort was unavailable due to delays in the collection of retention activities.

Measure: The reduction in the ratio of students to mental health service providers for each LEA with demonstrated need served by the grant.

Year	Target	Actuals
2022	Baseline	NA
2023	10	
2024	15	

Additional Information: Data for FY 2022 is unavailable for this measure. There was no projected reporting for this measure. Targets are based on anticipated reporting of grantee's projections.

Measure: The increase in the number of school-based mental health service providers hired annually for each LEA with a demonstrated need served by the grant compared with the average number of such providers hired in each LEA in the 5 years prior to receiving the grant.

Year	Target	Actuals
2022	Baseline	N/A
2023	4	
2024	6	

Additional Information: In FY 2022, data for the one grantee in this cohort was unavailable due to a delay in hiring activities and a shortage of qualified providers.

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Measure: The reduction in the annual attrition rate of school-based mental health service providers for each LEA with a demonstrated need served by the grant compared with the average attrition rate of such providers in each LEA in the 5 years prior to receiving the grant.

Year	Number Target	Number Actuals	Percentage Target	Percentage Actuals
2022	12	14	NA	10%
2023	12		20%	
2024	10		18	

Additional Information: FY 2022 reflect performance based on data submitted by one grantee. Number targets were set by the grantee based on average attrition rates in the past five years.

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Promise neighborhoods

(Elementary and Secondary Education Act of 1965, Title IV, Part F, Subpart 2, Section 4624)

(dollars in thousands)

FY 2024 Authorization: To be determined¹

Budget Authority:

2023 Appropriation	2024 Request	Change
\$91,000	\$106,000	+\$15,000

PROGRAM DESCRIPTION

The Promise Neighborhoods program provides competitive grants to support distressed communities in improving the educational opportunities and academic and developmental outcomes for children, youth, and their families from birth through college.

The program makes 5-year awards that enable grantees to provide a continuum of services and supports designed to address the needs of children and youth within the target neighborhood, specifically in neighborhoods with high rates of poverty, childhood obesity, academic challenges, and involvement of community members in the justice system. The program also gives priority to neighborhoods with schools identified for comprehensive support and improvement or targeted support and improvement under Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended.

Program activities are focused on “pipeline services,” which must be provided by all grantees and are defined as a continuum of coordinated supports, services, and opportunities for children from birth through entry into and success in postsecondary education and career attainment. Pipeline services include, at a minimum: high-quality early childhood programs; high-quality in-school and out-of-school programs and strategies; transition support for children between elementary and middle school, middle and high school, and high school and postsecondary education and the workforce (e.g., summer bridge programs and early warning indicator systems); parent, family, and community engagement support; activities that prepare students for postsecondary education and the workforce, such as job training, internships, and career counseling; support for students that encourages continued and strong connection to their communities; social, health, nutrition, and mental health services and supports; and juvenile crime prevention and rehabilitation programs.

Required activities for grantees include: (1) planning activities to develop and implement pipeline services; (2) implementing pipeline services; and (3) continuously evaluating and improving their programs based on outcome data. Grantees must use at least 50 percent of

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2024 is expected through appropriations action.

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their first-year awards and at least 25 percent of their second-year awards for planning activities related to developing and implementing pipeline services. In addition, grantees must secure matching funds from other Federal, State, local, and private sources in an amount of at least 100 percent of their grant awards.

Eligible organizations for Promise Neighborhoods grants are institutions of higher education (IHEs), Indian tribes or tribal organizations, or one or more non-profit organizations in partnership with a high-need local educational agency, IHE, local government, or an Indian tribe or tribal organization.

In awarding Promise Neighborhoods grants, the Department may prioritize applicants that incorporate evidence-based activities into their proposals. To ensure that grantees continue to use and build evidence, the Department may reserve up to 5 percent of the Promise Neighborhoods appropriation for technical assistance and to evaluate the implementation and impact of program activities.

Grantees must report information publicly about their projects, including the number and percentage of children and youth participating in their programs and progress on program performance metrics. Continued funding after the first 3 years of a grant project is contingent on grantee performance against program- and project-level performance objectives. In addition, grants may be extended an additional 2 years beyond the 5-year project period contingent on grantee performance.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	\$78,254
2020	80,000
2021	81,000
2022	85,000
2023	91,000

FY 2024 BUDGET

For fiscal year 2024, the Administration requests \$106.0 million for Promise Neighborhoods, \$15.0 million more than a fiscal year 2023 appropriation, as part of its broader initiative to expand infrastructure for community-school partnerships. The request would support continuation awards for the 2021, 2022 and 2023 cohorts and a \$17.5 million competition for new grants. Consistent with the 2022 competition, the 2024 competition would incentivize applicants (e.g., through a competitive preference priority) to incorporate community violence intervention (CVI) strategies into their proposed projects.

This program investment is also fully aligned with President Biden's Executive Order on *Advancing Racial Equity and Support for Underserved Communities Through the Federal Government*, which calls for "a comprehensive approach to advancing equity for all, including people of color and others who have been historically underserved, marginalized, and adversely

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affected by persistent poverty and inequality.” Promise Neighborhoods, which typically provides grants of \$6 million annually for up to 5 years, is unique in supporting the full scope and scale of activities needed, in the words of the Executive Order, to “address the historic failure to invest sufficiently, justly, and equally in underserved communities, as well as individuals from those communities.”

A new competition in 2024 will include a priority on CVI strategies that would help reduce gun violence that disproportionately impacts underserved communities of color. Community violence is a risk factor for experiencing an adverse childhood experience (ACE)—such as abuse, neglect, witnessing violence, or having a family member who is incarcerated—and can lead youth to disengage and disconnect from school and contribute to perpetuating a cycle of community violence. Promise Neighborhood pipeline services such as those that help youth make transitions, prepare them for the workforce, and provide mental health support can help keep youth strongly connected to school and contribute to a reduction in community violence.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Grants			
Number of new awards	6	4	3
Funding for new awards	\$24,695	\$19,117	\$17,500
Number of continuation awards	11	14	18
Funding for continuation awards	\$55,891	\$67,483	\$84,100
National Activities			
Technical assistance/Data assistance	\$4,308	\$4,250	\$4,250
Peer review of new award applications	106	150	150

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including this one, and to pool such funds for use in evaluating any ESEA program. While the Department did not reserve funds for this purpose from Promise Neighborhoods in fiscal year 2022, it may do so in fiscal years 2023 and 2024.

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PROGRAM PERFORMANCE INFORMATION

Performance Measures

Measure: Percentage of children from birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.

Year	2016 Cohort Actual
2019	76%
2020	83

Additional information: Data for this measure are collected through a neighborhood survey conducted by the grantee or a contractor on behalf of the grantee. All surveys were conducted via in-person interviews by trained staff; however, staff conduct surveys in different years for different grantees. The Department discontinued this measure for the 2017 cohort.

Measure: Percentage of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2019	48%	32%	33%
2020	47	14	22
2021	44	64	79
2022			
2023			
2024			

Additional information: In general, data collection for this measure is difficult for grantees because assessments are inconsistent across multiple service providers, and some service providers do not use multi-domain assessments. Grantees continue to face assessment limitations resulting from the COVID-19 pandemic. In 2021, only one 2018 grantee reported data for this measure.

Measure: Percentage of students at or above grade level according to State reading or language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school).

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2019	19%	33%	18%
2020	Not available	Not available	Not available
2021	12	28	Not available
2022			
2023			
2024			

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Promise neighborhoods

Additional Information: The Department waived assessment requirements for the 2019-2020 school year due to widespread closures related to the COVID-19 pandemic; therefore, the Department did not report actual data for these measures for 2020. No data was reported by a 2018 grantee.

Measure: Percentage of students at or above grade level according to State mathematics assessments in at least the grades required by the ESEA (3rd through 8th and once in high school).

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2019	29%	42%	26%
2020	Not available	Not available	Not available
2021	22	42	Not available
2022			
2023			
2024			

Additional Information: The Department waived assessment requirements for the 2019-2020 school year due to widespread closures related to the COVID-19 pandemic; therefore, the Department did not report data for these measures for 2020. No data was reported by a 2018 grantee.

Measure: Chronic Absenteeism rate of students in 6th, 7th, 8th, and 9th grade.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2019	23%	24%	42%
2020	20	26	53
2021	41	20	66
2022			
2023			
2024			

Measure: Average daily attendance rate of students in 6th, 7th, 8th, and 9th grades.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2019	92%	91%	83%
2020	92	85	83
2021	90	90	73
2022			
2023			
2024			

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Measure: Graduation rate.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2019	78%	81%	67%
2020	79	81	63
2021	82	83	56
2022			
2023			
2024			

Measure: Percentage of students who enroll in a 2-year or 4-year college or university after graduation.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2019	53%	56%	64%
2020	49	63	Not available
2021	45	68	Not available
2022			
2023			
2024			

Additional information: All 2016 and 2017 grantees reported data for this measure in the 2021 reporting year. No data was reported for 2021 by a 2018 grantee.

Measure: Percentage of children who consume five or more servings of fruits and vegetables daily.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2019	30%	31%	
2020	21	52	24%
2021	27	29	11
2022			
2023			
2024			

Additional information: All 2016 and 2017 grantees reported data for this measure in the 2019 reporting year. Two 2018 grantees reported data for this measure in the 2020 reporting year.

Measure: Percentage of students who feel safe at school and traveling to and from school.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2019	66	63%	N/A
2020	80	68	68%
2021	75	63	43
2022			
2023			
2024			

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Additional information: Four 2016 and all 2017 grantees reported data for this measure in the 2021 reporting year. One 2018 grantee reported data for this measure in the 2021 reporting year.

Measure: Student mobility rate.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2019	15%	16%	36%
2020	17	20	22
2021	13	16	9
2022			
2023			
2024			

Additional information: The student mobility rate is calculated by dividing the total number of new student entries and withdrawals at a school, from the day after the first official enrollment number is collected through the end of the academic year, by the first official enrollment number of the academic year. Three 2016 grantees, four 2017 grantees, and two 2018 grantees reported data for this measure in the 2021 reporting year.

Measure: The percentage of parents or family members that read to their children or encourage their children to read to themselves three or more times a week or reported their child read to themselves three or more times a week (birth-8th grade).

Year	2017 Cohort Actual	2018 Cohort Actual
2019	56%	
2021	Not available	
2022	54	54%
2023		
2024		

Additional information: All 2017 and two 2018 grantees reported data for this measure in the 2021 reporting year. In 2020, none of the grantees successfully fielded a neighborhood survey due to the COVID-19 pandemic.

Measure: For children in the 9th through 12th grades, the percentage of parents or family members who report talking with their child about the importance of college and career.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2019	76%	73%	
2020	84	70	
2021	78	67	74%
2022			
2023			
2024			

Additional information: Three 2016 grantees, all 2017, and two 2018 grantees reported data for this measure in the 2021 reporting year. Data for this measure are collected through a

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Promise neighborhoods

neighborhood survey conducted by the grantee or a contractor on behalf of the grantee. All surveys were conducted via in-person interviews by trained staff; however, staff conduct surveys in different years for different grantees.

Measure: Percentage of students who have school and home access (and percentage of the day they have access) to broadband internet and a connected computing device.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2019	91%	97%	
2020	98	94	91%
2021	87	92	99
2022			
2023			
2024			

Additional information: Three 2016, three 2017, and two 2018 grantees reported data for this measure in the 2021 reporting year. Despite relatively high rates of students with school and home access to broadband internet, grantees in rural areas in particular reported challenges such as students who could only access the internet at home using a cellular phone.

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Full-service community schools

(Elementary and Secondary Education Act of 1965, Title IV, Part F, Subpart 2, Section 4625)

(dollars in thousands)

FY 2024 Authorization: To be determined ¹

Budget Authority:

2023 Appropriation	2024 Request	Change
\$150,000	\$368,000	+\$218,000

PROGRAM DESCRIPTION

The Full-Service Community Schools program (FSCS) provides 5-year grants to (1) local educational agencies (LEAs) or (2) the Bureau of Indian Education, in partnership with community-based organizations, nonprofit organizations, or other public or private entities. Grantees make available comprehensive social, health, and academic services for students, students' family members, and community members in school settings by integrating existing school and community programs and implementing coordinated strategies that can support and positively impact communities experiencing the effects of concentrated poverty on students and families. The program targets public elementary or secondary schools with high rates of poverty that provide such supports to children and families. By statute, at least 15 percent of funds awarded under Title IV, Part F, Subpart 2 (which authorizes both FSCS and Promise Neighborhoods) must support projects in rural areas, assuming that these programs receive applications of sufficient number and quality from applicants in rural areas.

To ensure meaningful partnership with community-based organizations, nonprofit organizations, and other public or private entities, grantees must secure matching funds from non-Federal sources to amplify and sustain project activities. The Department may not require that an applicant secure matching funds in an amount that exceeds the amount of the grant award, and the Department is not permitted to consider an applicant's ability to secure matching funds when making funding decisions. To increase the probability of positive impacts on target populations, grantees must implement evidence-based activities, evaluate the effectiveness of their projects, and comply with any evaluations of FSCS conducted by the Institute of Education Sciences.

¹ The GEPA extension expired September 30, 2021. Reauthorization for FY 2024 is expected through appropriations action.

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Full-service community schools

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2019	\$17,500
2020	25,000
2021	30,000
2022	75,000
2023	150,000

FY 2024 BUDGET REQUEST

For fiscal year 2024, the Administration requests \$368.0 million for FSCS, \$218 million more than the fiscal year 2023 appropriation. This significant increase in funding reflects the growing recognition that students and families from low-income backgrounds have historically had less access to the comprehensive social, emotional, mental, and physical health, and academic services and supports they need to succeed. Community schools played a critical role in providing comprehensive wrap-around services and supports to students and families during the COVID-19 pandemic and they continue to be instrumental in providing the supports needed for academic recovery. The FSCS program provides a well-established, community-based, and scalable approach for enabling schools to provide the full range of supports and services to meet the unique needs of students and their families.

The request also includes \$25 million to support competitive grants that would help school districts design and implement integrated student supports (ISS) focused on addressing a range of student and family needs, including meeting student social, emotional, mental and physical health, and academic needs. These activities could be supported through cross-agency efforts, partnerships with community-based organizations, and other family support providers external to the school site, and to support school-based personnel tasked with initiating and coordinating these efforts. Partnerships and collaboration with these entities would be particularly helpful to LEAs that have supported these partnerships with the help of the American Rescue Plan (ARP) funds and need resources to sustain these investments after their ARP funds are used. For example, applicants could show how they will use grant funds to establish or sustain their partnerships with health-care agencies or community-based organizations (CBOs) to provide students access to credentialed mental-health professionals that promote positive family mental health and well-being. Funding would be targeted to districts with the greatest need, based on their concentration of poverty, that do not yet have the capacity to implement the broader community schools model supported by FSCS.

This substantial investment in community-based “whole child” activities supports President Biden’s Executive Order on Advancing Racial Equity and Support for Underserved Communities Through the Federal Government, which calls for “a comprehensive approach to advancing equity for all, including people of color and others who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality.” It also demonstrates the Administration’s commitment to increase the number of community schools across the

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Full-service community schools

country. Federal agencies have also worked together to develop a critical resource to help communities identify federal funding sources to establish or expand community schools.¹

There is growing evidence that the pillars of evidence-based community schools—integrated student supports, expanded learning time opportunities, family and community engagement, and collaborative leadership— in concert contribute meaningfully to improved student outcomes and school performance. For example, a 2017 report from the Learning Policy Institute, *Community Schools as an Effective School Improvement Strategy: A Review of the Evidence*, concluded that “Ample evidence is available to inform and guide policymakers, educators, and advocates interested in advancing community schools, and sufficient research exists to meet the ESSA standard for an evidence-based intervention.² Additionally, a 2020 study from the Rand Corporation, *Illustrating the Promise of Community Schools: An Assessment of the Impact of the New York City Community Schools Initiative*, concluded that community schools in New York City had a positive impact on student attendance, on-time grade progression, high school graduation rates, disciplinary incidents for elementary and middle school students, math achievement, credit accumulation for high school students, shared responsibility for student success at elementary and middle schools, and students' sense of connectedness to adults and peers for elementary and middle school students.³

The request would help take these evidence-based practices to scale by dramatically expanding the Full-Service Community Schools program to create an estimated 365 new community schools serving up to 1.1 million additional students, family members, and community members.

The Department also would use approximately \$17.5 million in fiscal year 2024 funds for the following activities to strengthen program implementation and ensure fidelity to the community schools approach:

- 1-year planning grants to help increase the number of eligible partnerships prepared to apply for and implement successful FSCS projects in future years.
- Technical assistance activities to support effective implementation of FSCS including by ISS through an emphasis on proven, evidence-based strategies for each component of FSCS, provide high-quality guidance and other resources for community schools coordinators, and improve the sustainability of projects following the end of Federal funding.

The request includes appropriations language authorizing the use of FSCS funds for planning grants, ISS grants, and providing technical assistance.

¹ 2023-01-13-WHITE-HOUSE-TOOLKIT_Federal-Resources-to-Support-Community-Schools.pdf (whitehouse.gov)

² https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_REPORT.pdf.

³ Johnston, William R., John Engberg, Isaac M. Opper, Lisa Sontag-Padilla, and Lea Xenakis, *Illustrating the Promise of Community Schools: An Assessment of the Impact of the New York City Community Schools Initiative*. City of New York, 2020. https://www.rand.org/pubs/research_reports/RR3245.html.

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Full-service community schools

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>
Number of new awards	42	45	105
Funding for new awards	\$67,645	\$69,929	\$178,368
Range of new awards	\$275 - 10,000	\$275 - 10,000	\$275 - 10,000
Number of continuation awards	15	48	93
Funding for continuation awards	\$7,004	\$78,675	\$145,672
Planning grants	0	0	10,150
Technical assistance	0	0	7,360
Evaluation		\$750	750
Integrated Student Support Grants	0	0	25,000
Peer review of new award applications	\$351	\$646	\$700

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including FSCS, and to pool such funds for use in evaluating any ESEA program. While the Department did not reserve funds from the FSCS program for this purpose in fiscal year 2022, it may do so in fiscal years 2023 and 2024.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

Measure: The percentage of individuals targeted for services who receive services during each year of the project period.

Year	Target	Actual
2019	100%	99%
2020	100	100
2021	100	107
2022	100	118
2023	100	
2024		

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Additional information: All grantees must submit an annual performance report that includes program performance data, including project-specific indicators. The term “individuals targeted for services” is specific to each project; FSCS grantees may provide a wide range of services and may target different combinations of students, parents and families, or community members. In 2021 and 2022, grantees served more individuals than they had targeted.

The Department developed new indicators for new awards made in fiscal year 2022. Those indicators are:

- 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, and rates of teacher turnover;
- Graduation rates;
- 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 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;

Organizing school personnel and community partners into working teams focused on specific issues identified in the needs and assets assessment.

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Account Summary Table

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DEPARTMENT OF EDUCATION FISCAL YEAR 2024 PRESIDENT'S BUDGET (in thousands of dollars)

	Cat Code	2022 Appropriation	2023 Appropriation	2024 President's Budget Request	FY 2024 President's Budget Request Compared to FY 2023 Appropriation	
					Amount	Percent
<i>Safe Schools and Citizenship Education</i>						
1. School safety national activities (ESEA IV-F-3, section 4631)	D	201,000	216,000	601,000	385,000	178.24%
2. Promise neighborhoods (ESEA IV-F-2, section 4624)	D	85,000	91,000	106,000	15,000	16.48%
3. Full-service community schools (ESEA IV-F-2, section 4625)	D	75,000	150,000	368,000	218,000	145.33%
Total	D	361,000	457,000	1,075,000	618,000	135.23%

NOTES:
 1) D = discretionary program; M = mandatory programs
 2) Detail may not add to totals due to rounding.