

**Department of Education**  
**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**  
**Fiscal Year 2025 Budget Request**

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## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Appropriations Language

For carrying out activities authorized by subparts 2 and 3 of part F of title IV of the ESEA, \$507,000,000, to remain available through December 31, 2025: Provided, That \$216,000,000 shall be available for section 4631<sup>1</sup>, 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;<sup>2</sup> Provided further, That \$200,000,000 shall be available for section 4625, and up to \$10,000,000 of such funds may be used for planning grants;<sup>3</sup> Provided further, That \$91,000,000 shall be available for section 4624.<sup>4</sup>

#### NOTES

A full-year 2024 appropriation for this account was not enacted at the time the Budget was prepared; therefore, the Budget assumes this account is operating under the Continuing Appropriations Act, 2024 and Other Extensions Act (Division A of Public Law 118-15, as amended). The amounts included for 2024 reflect the annualized level provided by the continuing resolution.

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.

**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

**Analysis of Language Provisions and Changes**

Language Provision	Explanation
<p><sup>1</sup> <u>...Provided, That \$216,000,000 shall be available for section 4631,...</u></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><sup>2</sup> <u>...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:...</u></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><sup>3</sup> <u>...Provided further, That \$200,000,000 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><sup>4</sup> <u>...Provided further, That \$91,000,000 shall be available for section 4624.</u></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>

**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

**Amounts Available for Obligation**  
(dollars in thousands)

Appropriation/Adjustments/Transfers	2023	2024	2025
<b>Discretionary:</b>			
Appropriation	\$457,000	\$457,000	\$507,000
Total, discretionary appropriation	457,000	457,000	507,000

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Summary of Changes (dollars in thousands)

2024	\$457,000
2025	507,000
Net change	+50,000

<b>Increases:</b>	2024 base	Change from base
<u>Program:</u>		
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	+200,000
Subtotal, increases		+50,000

**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

**Authorizing Legislation**  
(dollars in thousands)

Activity	2024 Authorized	2024 Annualized CR	2025 Authorized	2025 Request
School safety national activities ( <i>ESEA IV-F, Subpart 3, section 4631</i> ) <sup>1,2</sup>	0	\$216,000	To be determined	\$216,000
Promise neighborhoods ( <i>ESEA IV-F, Subpart 2, section 4624</i> ) <sup>2,3</sup>	0	91,000	To be determined	91,000
Full-service community schools ( <i>ESEA IV-F, Subpart 2, section 4625</i> ) <sup>2,3</sup>	0	150,000	To be determined	200,000
Total definite authorization	0		To be determined	To be determined
Total annual appropriation		457,000		507,000
Portion of request subject to reauthorization				507,000

<sup>1</sup> 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).

<sup>2</sup> The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

<sup>3</sup> 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.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2016 <sup>1</sup>	349,561	\$56,754	120,314	244,815
2017 <sup>2</sup>	228,000	63,254	143,354	151,254
2018 <sup>3</sup>	134,857	138,000	131,254	185,754
2019 <sup>4</sup>	43,000	185,754	190,754	190,754
2020 <sup>5</sup>	200,000	320,000	183,254	201,000
2021 <sup>6</sup>	0	219,000	210,000	217,000
2022 <sup>7</sup>	650,000	1,666,000	1,417,000	201,000
2023 <sup>8</sup>	693,000	1,708,000	442,000	457,000
2024 <sup>9</sup>	1,075,000	316,000	437,000	457,000
2025	507,000			

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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).

<sup>4</sup> 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).

<sup>5</sup> The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

<sup>6</sup> 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).

<sup>7</sup> 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).

<sup>8</sup> 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).

<sup>9</sup> The House allowance reflects Subcommittee action and the Senate allowance reflects Committee action on the regular annual 2024 appropriations bill; the Appropriation reflects the annualized continuing resolution level.

**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

**Significant Items in FY 2024 Appropriations Reports**

**School Safety National Activities**

Senate: The Committee requests a briefing not later than 14 days prior to the issuance of any notice inviting applications or notice of proposed priorities.

Response: The Department will provide the requested briefings.



## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### 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. The Administration is requesting a total of \$507 million in fiscal year 2025 for the programs in this account.

The request for \$216.0 million for **School Safety National Activities** would provide approximately \$39.8 million for new grants under the School-Based Mental Health Services Grants and Mental Health Services Professional Demonstration Grants programs. The request also includes \$8 million for new awards under Project Prevent, which provides grants to LEAs to help break the cycle of violence in communities with pervasive violence.

The request for \$91.0 million for **Promise Neighborhoods** includes \$87 million to fund the current grants through to the completion of their projects; and to support a small number of national activities.

The request includes \$200 million for **Full-Service Community Schools**, a \$50 million increase. Approximately \$52 million would be for new grant awards, including \$7 million for new planning grants; the remainder would fund current grants through to the completion of their projects, national activities, and evaluation.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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### **School safety national activities**

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

(dollars in thousands)

FY 2025 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$216,000	\$216,000	0

### **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:

- 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

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<sup>1</sup> The GEPA extension expired September 30, 2021. Reauthorization for fiscal year 2025 is expected through appropriations action.

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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.

- 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.
- Supporting America's School Infrastructure (SASI) to increase the capacity of States to support high-need LEAs and schools in leveraging other available Federal, State, and local resources to improve school facilities and environments through public school infrastructure improvements to ensure that their public-school facilities are safe, healthy, sustainable, and equitable learning environments for all students.
- National Center on School Infrastructure, which serves as a clearinghouse of resources for States and local educational agencies (LEAs) related to improving and developing safe, healthy, sustainable, and equitable public school infrastructure through public school infrastructure improvements, and provide technical assistance (TA) to Supporting America's School Infrastructure (SASI) grantees and high-need LEAs seeking to leverage available resources to improve public school facilities for all students.
- 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 student social and emotional well-being. Nearly all currently funded projects include strategies to prevent and/or mitigate the effects of opioid abuse.
- Other technical assistance activities 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 kindergarten through grade 12 (K-12)

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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, 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.
- Additional efforts (under development) to help high-need States and LEAs to support the academic, social, and emotional needs of all children.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$105,000
2021	106,000
2022	201,000
2022 BSCA	200,000
2023	216,000
2023 BSCA	200,000
2024 Annualized CR	216,000
2024 BSCA	200,000

### FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$216.0 million for School Safety National Activities, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would provide approximately \$39.8 million for new awards under the School-Based Mental Services Grants and Mental Health Services Professional Demonstration Grants programs, along with \$8 million for new awards under Project Prevent, which provides grants to LEAs to help break the cycle of violence in communities with pervasive violence. The request would support the Administration's efforts to boldly improve learning conditions by investing in every student's mental health and well-being as part of the "Raise the Bar: Lead the World" initiative to transform prekindergarten through grade 12 (P-12) education.

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#### Mental Health Services in Schools

The 2025 request would provide \$39.8 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 well-being and 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.

According to the National Center for Education Statistics' *Report on the Condition of Education 2023*, as recently as April of 2022, 69 percent of public schools reported that the percentage of students who had sought mental health services from school had increased since the start of the COVID-19 pandemic, but only 13 percent strongly agreed and 43 percent moderately agreed that their school was able to effectively provide mental health services to all students in need.<sup>1</sup> 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.<sup>2</sup> 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 disruptions<sup>3</sup> such as Hurricanes Harvey and Maria in 2017, Hurricanes 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 other environmental factors, including racial injustice, can have a negative impact on the social, emotional, and mental health of many students.

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 (e.g., social and emotional development, 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.

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<sup>1</sup> Irwin, V., Wang, K., Tezil, T., Zhang, J., Filbey, A., Jung, J., Bullock Mann, F., Dilig, R., and Parker, S. (2023). *Report on the Condition of Education 2023 (NCES 2023-144rev)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved January 4, 2024 from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2023144rev>.

<sup>2</sup> <https://www.cdc.gov/media/releases/2022/p0331-youth-mental-health-covid-19.html>

<sup>3</sup> Government Accountability Office. (2022). *Disaster Recovery: School Districts in Socially Vulnerable Communities Faced Heightened Challenges after Recent Natural Disasters*. (GAO Publication No. 22-104606).

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#### Preventing and Responding to Violence

The 2025 request would provide \$8.0 million for new awards under Project Prevent to enable schools, which are often the center of the community for students and their families, to provide students with community-supported resources to address longstanding or generational trauma of community violence. Children and youth's exposure to community violence, whether as victims, witnesses, or justice-involved youth, is often associated with long-term physical, psychological, and emotional harms. Project activities may include mental health services for students affected by community violence; mentorship programming, conflict management programs; and implementation of community- and school-based strategies to help prevent community violence and to mitigate the impacts of exposure to community violence. This activity is aligned with the Administration's Governmentwide Community Violence Interventions (CVI) initiative to promote strategies for reducing gun violence through solutions other than incarceration.

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<sup>1</sup>

(dollars in thousands)

Output Measures	2023	2024	2025
<b>Project Prevent</b>			
Grant award funds (new)	\$6,400	0	\$8,000
Grant award funds (continuation)	17,689	\$13,497	13,497
Peer review of new award applications	0	0	50
Subtotal	24,089	13,497	21,547
<b>School Climate Transformation Grants</b>			
LEA grant award funds (continuation)	39,137	0	0
Technical assistance	2,500	0	0
Subtotal	41,637	0	0

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<sup>1</sup> 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 2023, but may do so in fiscal years 2024 and 2025.

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Output Measures	2023	2024	2025
<b>Mental Health Service Professional Demonstration Grants</b>			
Grant award funds (new)	0	19,000	19,874
Grant award funds (continuation)	56,911	44,000	63,000
Peer review of new grant applications	0	125	125
Subtotal	56,911	63,125	82,999
<b>Mental Health Service Professional Demonstration Grants-BSCA</b>			
Grant award funds (continuation)	\$98,000	\$97,500	\$97,500
Technical assistance and administration	2,000	2,000	2,000
Evaluation	0	500	500
Subtotal	100,000	100,000	100,000
<b>School-Based Mental Health Services Grants</b>			
Grant award funds (new)	0	19,000	19,874
Grant award funds (continuations)	55,535	55,520	74,520
Peer review of new grant applications	0	125	125
Subtotal	55,535	74,645	94,519
<b>School-Based Mental Health Services Grants-BSCA</b>			
Grant award funds (continuations)	98,000	97,500	97,500
Technical assistance and administration	2,000	2,000	2,000
Evaluation	0	500	500
Subtotal	100,000	100,000	100,000
<b>Supporting America's School Infrastructure</b>			
Grant award funds (new)	23,056	0	0
Grant award funds (continuations)	0	14,104	0
Peer review of new grant applications	81	0	0
National Center on School Infrastructure	2,000	2,000	2,000
Subtotal	25,137	16,104	2,000

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Output Measures	2023	2024	2025
<b>Other data collection, dissemination, outreach, and assistance</b>	7,691	43,629 <sup>1</sup>	9,935
<b>School Emergency Response to Violence (Project SERV)</b>	5,000	5,000	5,000

### 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. The Department expects to report Year 1 data for the fiscal year 2022 and fiscal year 2023 School-Based Mental Health Services Grant Program (SBMH), Mental Health Services Professional Demonstration Grants (MHSPD), and Project Prevent cohorts in the fiscal year 2026 Congressional Justification.

#### *2019 Cohort of 5-Year 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
<b>2020</b>	Baseline	100%
<b>2021</b>	100%	86
<b>2022</b>	60	47
<b>2023</b>	70	66
<b>2024</b>	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. Data for 2023 reflect performance based on reports from 14 out of 15 grantees. Data for 2024 and any missing data from previous years that become available will be reported in the fiscal year 2026 Congressional Justification.

<sup>1</sup> Includes \$30,000 thousand for activities under development at the time of publication.



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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	60
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. Data for 2023 reflect performance based on reports from 14 out of 15 grantees. Data for 2024 and any missing data from previous years that become available will be reported in the fiscal year 2026 Congressional Justification.

**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	33
2024	30	

**Additional information:** School closures due to the COVID-19 pandemic 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. Data for 2023 reflect performance based on reports from 14 out of 15 grantees. Data for 2024 and any missing data from previous years that become available will be reported in the fiscal year 2026 Congressional Justification.

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**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	N/A	Not Available
2021	N/A	20%
2022	N/A	53
2023	60%	68
2024	65	

**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. Data for 2023 reflect performance based on reports from 14 out of 15 grantees. Data for 2023 reflect performance based on reports from 14 out of 15 grantees. Data for 2024 and any missing data from previous years that become available will be reported in the fiscal year 2026 Congressional Justification.

### *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	505	54	75
2024	480		59	

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**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 2023 reflect performance from 60 out of 68 grantees. Grantees continued to experience challenges in collecting and reporting complete and reliable data in 2023, mostly attributed to lingering effects of the pandemic, including poor student attendance, staff shortages, lack of qualified educators to fill vacancies, and an increase in emotional stress and mental health challenges, sometimes leading to cancellation of program activities. Data for 2024 and any missing data from previous years that become available will be reported in the fiscal year 2026 Congressional Justification.

**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	501	52	88
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. Data for 2023 reflect performance from 60 out of 68 grantees. Grantees continued to experience challenges in collecting and reporting complete and reliable data in 2023, mostly attributed to lingering effects of the pandemic, including poor student attendance, staff shortages, lack of qualified educators to fill vacancies, and an increase in emotional stress and mental health challenges, sometimes leading to cancellation of program activities. Data for 2024 and any missing data from previous years that become available will be reported in the fiscal year 2026 Congressional Justification.

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**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	559	70	76
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. Data for 2023 reflect performance from 60 out of 68 grantees. Grantees continued to experience challenges in collecting and reporting complete and reliable data in 2023, mostly attributed to lingering effects of the pandemic, including poor student attendance, staff shortages, lack of qualified educators to fill vacancies, and an increase in emotional stress and mental health challenges, sometimes leading to cancellation of program activities. Data for 2024 and any missing data from previous years that become available will be reported in the fiscal year 2026 Congressional Justification.

**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	456	66	64
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. The 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. Data for 2023 reflect performance from 60 out of 68 grantees. Grantees continued to experience challenges in collecting and reporting complete and reliable data in 2023, mostly attributed to lingering effects of the pandemic, including poor student attendance, staff shortages, lack of qualified educators to fill vacancies, and an increase in emotional stress and mental health challenges, sometimes leading to cancellation of program activities.

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**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	7,183
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. Data for 2023 reflect performance from 60 out of 68 grantees. Grantees continued to experience challenges in collecting and reporting complete and reliable data in 2023, mostly attributed to lingering effect of the pandemic, including poor student attendance, staff shortages, lack of qualified educators to fill vacancies, and an increase in emotional stress and mental health challenges, sometimes leading to cancellation of program activities. Data for 2024 and any missing data from previous years that become available will be reported in the fiscal year 2026 Congressional Justification.

**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	288	40	48
2024	255		45	

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**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. Data for 2022 are based on performance from 58 out of 69 grantees. Although there was an increase in the number of schools reporting data for 2022 for this measure, the percentage for that year declined because more schools reported data than in the previous two years. Data for 2023 reflect performance from 60 out of 68 grantees. Grantees continued to experience challenges in collecting and reporting complete and reliable data in 2023, mostly attributed to lingering effects of the pandemic, including poor student attendance, staff shortages, lack of qualified educators to fill vacancies, and an increase in emotional stress and mental health challenges, sometimes leading to cancellation of program activities. Data for 2024 and any missing data from previous years that become available will be reported in the fiscal year 2026 Congressional Justification.

#### *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 5-Year 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 multi-tiered 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	4,265

**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. Data for 2023 reflect reports from 13 out of 14 grantees. Missing data for one grantee will be reported in Spring of 2024.

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**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 multi-tiered 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	5,868	67	75

**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 percentage of schools that implemented a multi-tiered behavioral framework. Data for 2022 are based on reports from 14 of 14 grantees. Data for 2023 reflect reports from 13 out of 14 grantees. Any missing data from previous years that become available will be reported in the fiscal year 2026 Congressional Justification.

**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 multi-tiered 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	3,736	50	20

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**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. Data for 2023 reflect reports from 13 out of 14 grantees. Any missing data from previous years that become available will be reported in the fiscal year 2026 Congressional Justification.

#### *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.

#### 2018 Cohort of 5-Year 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	1,845

**Additional information:** Data for 2019 and 2020 are based on reports from all 10 GSEM grantees implementing grants (note that three grantees experienced significant hiring delays in 2019 and provided no training at all that year, and one (11<sup>th</sup>) grantee was not able to implement their project due to a natural disaster). 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 and 2023 are based on reports from all 11 GSEM grantees (the 11<sup>th</sup> grantee had started implementing their project by then).



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**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	11

**Additional information:** Data for 2019, 2020 and 2021 are based on reports from all 10 GSEM grantees implementing grants (Note that an 11<sup>th</sup> grantee was not able to implement their project due to a natural disaster). 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 (the 11<sup>th</sup> grantee had started implementing their project by then) 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. Data for 2023 are based on reports from all 11 GSEM grantees. 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 2% from Year 4 (2022) to Year 5 (2023), and by 53% from the baseline to Year 5.

#### *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.

**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.

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#### 2019 Cohort of 5-Year 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	424
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. Data for 2022 reflect 26 out of 27 grantees. Data from 2023 reflect data for 21 out of 27 grantees. Data for 2024 and any missing data from previous years that become available will be reported in the fiscal year 2026 Congressional Justification.

**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	229
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. Data for 2022 reflect performance from 25 of 27 grantees that reported for this measure. Data from 2023 reflect data for 21 out of 27 grantees. Data for 2024 and any missing data from previous years that become available will be reported in the fiscal year 2026 Congressional Justification.

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#### *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.

#### 2020 Cohort of 5-Year 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	350
2024	110	
2025	120	

**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 and had no data to report that year. Data for 2022 and 2023 are based on six out of six grantees reporting for this measure. Data for 2024 will be reported in the fiscal year 2026 Congressional Justification.

**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	2,430
2024	650	
2025	700	

**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 and had no data to report that year. Data for 2022 and 2023 are based on six out of six grantees reporting for this measure. Data for 2024 will be reported in the fiscal year 2026 Congressional Justification.

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**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	N/A	153
2022	168	1,031
2023	180	250
2024	200	
2025	220	

**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 anticipated 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 Year 2 probably represents an anomaly in reporting and is not expected to increase at the same rate for Years 3 to 5. Data for 2023 are based on six out of six grantees reporting for this measure. In Year 3, grantees reduced ratio of students to mental health providers from the baseline of 1:900 to 1:250 students. Data for 2024 will be reported in the fiscal year 2026 Congressional Justification.

**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	412
2024	150	
2025	170	

**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 and 2023 are based on six out of six grantees reporting for this measure. Data for 2024 will be reported in the fiscal year 2026 Congressional Justification.

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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
2021	Baseline	55	Baseline	59%
2022	61	87	65%	51
2023	85	44	60	18
2024	80		55	
2025	75			

**Additional information:** Data for 2021 reflect performance based on reports submitted by four of the six grantees. Two grantees experienced a late start with their LEAs and only reported once the participating LEAs were finalized, providing data in Year 2. 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 was likely due in part to the COVID-19 pandemic and the lack of 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. Data for 2023 are based on six out of six grantees. That data show a reduction, with 44 fewer providers leaving their positions in 2023. Data for 2024 will be reported in the fiscal year 2026 Congressional Justification.

### 2021 Cohort of 5-Year 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	2
2024	7	
2025	9	

**Additional information:** The sole grantee in this cohort was unable to report data for Year 1 due to delays in recruitment efforts following an unexpected program shift. Data for 2023 are for the sole grantee in this cohort. Data for 2024 will be reported in the fiscal year 2026 Congressional Justification.

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**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	127
2024	110	
2025	115	

**Additional information:** The sole grantee in this cohort was unable to report data for Year 1 due to delays in the collection of retention activities. Data for 2023 are for the sole grantee in this cohort. Data for 2024 will be reported in the fiscal year 2026 Congressional Justification.

**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	52
2024	35	
2025	40	

**Additional information:** The sole grantee in this cohort was unable to report data for Year 1 due to implementation delays. Data for 2023 are for the sole grantee in this cohort. The target for 2024 was re-set based on actual performance reported for 2023. Data for 2024 will be reported in the fiscal year 2026 Congressional Justification.

**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	6
2024	6	
2025	8	

**Additional information:** The sole grantee in this cohort was unable to report data for Year 1 due to a delay in hiring activities and a shortage of qualified providers. Data for 2023 are for the sole grantee in this cohort. Data for 2024 will be reported in the fiscal year 2026 Congressional Justification.

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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	N/A	10%
2023	12	4	20%	31
2024	10		18	
2025	8		16	

**Additional information:** Fiscal year 2022 reflect for the sole grantee in this cohort. Number targets were set by the grantee based on average attrition rates in the past five years. Data for 2023 are for the sole grantee in this cohort. Data for 2024 will be reported in the fiscal year 2026 Congressional Justification.

Note that the Department expects to report Year 1 data for the 2022 and 2023 School-Based Mental Health Services Grant Program cohorts, the 2022 and 2023 Mental Health Services Professional Demonstration Grants cohorts, and the 2022 and 2023 Project Prevent cohorts, in the fiscal year 2026 Congressional Justification.

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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 2025 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$91,000	\$91,000	0

### **PROGRAM DESCRIPTION**

The Promise Neighborhoods program provides competitive grants to support 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 in the statute 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., access to summer bridge programs and use of 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

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<sup>1</sup> The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 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)
2020	\$80,000
2021	81,000
2022	85,000
2023	91,000
2024 Annualized CR	91,000

### FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$91.0 million for Promise Neighborhoods, level with a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. The request would support continuation of awards made in 2021, 2022, and 2023.

This program investment is 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 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.”

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In addition to supporting the President’s Executive Order on Racial Equity, Promise Neighborhoods aligns with the Administration’s Executive Order to mitigate community violence and make our communities safer. The program prioritizes grantees that work with their local communities to provide services that prevent gun violence and address the trauma associated with it that plague too many communities across the country.

The Department recognizes that, often, entities serving disconnected youth struggle to effectively leverage Federal resources because of limitations on the use of those funds. As a result, the Department will provide technical assistance to grantees under the Promise Neighborhoods program on how to take advantage of the flexibilities provided under the Performance Partnership Pilots for Disconnected Youth (P3). P3 provides ED, the Departments of Labor, Health and Human Services and Justice, the Corporation for National and Community Service, and the Institute of Museum and Library Services (collectively, the Agencies) broad waiver authority to increase flexibility and relieve burden in order to improve the effectiveness of Federal funding in providing more comprehensive, holistic services for disconnected youth. Improving outcomes for disconnected youth means increasing the rate at which those individuals between the ages of 14 and 24 who are from low-income backgrounds and are either homeless, in foster care, involved in the juvenile justice system, unemployed, or not enrolled in or at risk of dropping out of an educational institution achieve success in meeting educational, employment, or other key goals that support their overall well-being and outcomes (2014 Act, section 526(a)(2)).

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Project Funding: <sup>1</sup>			
New awards	\$15,088	0	0
Continuation awards	\$72,356	\$86,750	\$86,750
Peer review of award applications	\$23	0	0
Technical Assistance	\$3,533	\$4,250	\$4,250
Total	\$91,000	\$91,000	\$91,000
Grant Awards:			
Number of new awards	3	0	0
Number of continuation awards	13	16	16

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<sup>1</sup> The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Supporting Effective Educator Development, and to pool such funds for use in evaluating any ESEA program. The Department did not pool evaluation funds from this program in fiscal year 2023 but may do so in fiscal year 2024 or 2025.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Promise neighborhoods

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#### **PROGRAM PERFORMANCE INFORMATION**

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. The program has not established aggregated program level targets. Targets are set at the individual grantee level for these measures. FY 2022 data is expected to be available in late March 2024 and will be included in the FY 2026 Congressional Justification but was not available at the time of publication for this budget.

#### **Performance Measures**

**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
2020	Not available	Not available	Not available
2021	22%	42%	Not available
2022			
2023			
2024			
2025			

**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 one 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
2020	20%	26%	53%
2021	41	20	66
2022			
2023			
2024			
2025			

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

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2020	92%	85%	83%
2021	90	90	73
2022			
2023			
2024			
2025			

**Measure:** Graduation rate.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2020	79%	81%	63%
2021	82	83	56
2022			
2023			
2024			
2025			

**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
2020	49%	63%	Not available
2021	45	68	Not available
2022			
2023			
2024			
2025			

**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
2020	21%	52%	24%
2021	27	29	11%
2022			
2023			
2024			
2025			

**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.

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**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
2020	80%	68%	68%
2021	75	63	43
2022			
2023			
2024			
2025			

**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
2020	17%	20%	22%
2021	13	16	9
2022			
2023			
2024			
2025			

**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
2020	Not available	Not available
2021	54%	54%
2022		
2023		
2024		
2025		

**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.

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**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
2020	84%	70%	Not available
2021	78	67	74%
2022			
2023			
2024			
2025			

**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 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
2020	98%	94%	91%
2021	87	92	99
2022			
2023			
2024			
2025			

**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.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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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 2025 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2024 Annualized CR</u>	<u>2025 Request</u>	<u>Change</u>
\$150,000	\$200,000	+\$50,000

### **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.

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<sup>1</sup> The GEPA extension expired September 30, 2021. Reauthorization for FY 2025 is expected through appropriations action.

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2020	\$25,000
2021	30,000
2022	75,000
2023	150,000
2024 Annualized CR	150,000

### FY 2025 BUDGET REQUEST

For fiscal year 2025, the Administration requests \$200.0 million for FSCS, \$50.0 million more than a fiscal year 2024 annualized CR based on the fiscal year 2023 appropriation. This significant increase in funding reflects the growing demand for this program and the 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, evidence-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 and have been demonstrated to improve academic achievement and other student outcomes. The request would support the Administration’s efforts to assist States, districts, and their partners in achieving academic recovery and excellence by supporting the conditions engage students and to accelerate learning and offer a comprehensive and rigorous education for every student as part of the “Raise the Bar: Lead the World” initiative to transform prekindergarten through grade 12 (P-12) education.

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

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

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<sup>1</sup> [https://www.whitehouse.gov/wp-content/uploads/2023/01/2023-01-13-WHITE-HOUSE-TOOLKIT\\_Federal-Resources-to-Support-Community-Schools.pdf](https://www.whitehouse.gov/wp-content/uploads/2023/01/2023-01-13-WHITE-HOUSE-TOOLKIT_Federal-Resources-to-Support-Community-Schools.pdf)



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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.<sup>1</sup> 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.<sup>2</sup>

The request would help take these evidence-based practices to greater scale by expanding the Full-Service Community Schools program to create an estimated 84 new community schools serving up to 252,000 additional students, family members, and community members.

The Department would dedicate a significant amount of funding in year 2025 to provide catalytic support for planning and capacity building of services – such as integrated student supports – for traditionally underserved students such as students of color, newly arrived students, and students from low-income backgrounds. Many young people are experiencing an acute need for services such as mental and physical health services, and research shows that integrated supports are one of the ways to meet those needs and provide a range of positive student outcomes such as improved attendance, wellbeing, and academic achievement. While the Department acknowledges each of the four pillars of community school plays a critical role in delivering the benefits of the model, efforts to increase investments in the planning stage will allow for new and less experienced grantees to develop community schools designed to meet the urgent needs of local communities. The planning and capacity building grants provide a critical on-ramp for local communities to eventually run full-service community schools.

The request includes appropriations language authorizing the use of FSCS funds for planning grants.

The FY2025 Budget aims to increase access to school-based health services, including mental health services, for students enrolled in Medicaid and the Children’s Health Insurance Program (CHIP). Community schools, which often offer mental and physical health care services to students, may be well positioned to leverage Medicaid and CHIP funding to expand the school-based services offered to students. The 2025 competition would complement efforts across the Department to encourage more schools – including Full-Service Community Schools – State educational agencies, and local educational agencies to provide students with school-based physical and mental health services with the support of Medicaid reimbursement. This request

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<sup>1</sup> [https://learningpolicyinstitute.org/sites/default/files/product-files/Community\\_Schools\\_Effective\\_REPORT.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_REPORT.pdf)

<sup>2</sup> 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](https://www.rand.org/pubs/research_reports/RR3245.html).

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### Full-service community schools

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complements additional investments to support the implementation or expansion of school-based services further detailed in the Program Administration account and Student Support and Academic Enrichment program.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2023	2024	2025
Number of new awards	30	0	20
Funding for new awards	\$73,661	0	\$45,370
Range of new awards	\$275 - 10,000	0	\$275 - 10,000
Number of continuation awards	69	91	72
Funding for continuation awards	\$74,754	\$149,250	\$141,180
Planning grants	0	0	\$7,000
National Activities	0	0	\$5,000
Evaluation <sup>1</sup>	\$757	\$750	\$750
Peer review of new award applications	\$828	0	\$700

### 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.

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<sup>1</sup> 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 2023, it may do so in fiscal years 2024 and 2025.

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

Year	Target	Actual
2020	100%	100%
2021	100	107
2022	100	118
2023	100	
2024	100	
2025	100	

**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 expects to have data for 2023 in spring 2024.

The Department developed new indicators for new awards starting 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;

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- 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.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Account Summary Table

[Select here for the online version](#)

DEPARTMENT OF EDUCATION FISCAL YEAR 2025 PRESIDENT'S BUDGET  
(in thousands of dollars)

	Cat Code	2023 Appropriation	2024 Annualized CR	2025 Request	FY 2025 Request Compared to FY 2024 Annualized CR: Amount	FY 2025 Request Compared to FY 2024 Annualized CR: Percent
<b><i>Safe Schools and Citizenship Education</i></b>						
1. School safety national activities (ESEA IV-F-3, section 4631)	D	216,000	216,000	216,000	0	0.00%
2. Promise neighborhoods (ESEA IV-F-2, section 4624)	D	91,000	91,000	91,000	0	0.00%
3. Full-service community schools (ESEA IV-F-2, section 4625)	D	150,000	150,000	200,000	50,000	33.33%
<b>Total</b>	<b>D</b>	<b>457,000</b>	<b>457,000</b>	<b>507,000</b>	<b>50,000</b>	<b>10.94%</b>
NOTES: 1) D = discretionary program; M = mandatory programs 2) Detail may not add to totals due to rounding.						