

**Department of Education**  
**SUPPORTING STUDENT SUCCESS**  
**Fiscal Year 2011 Budget Request**

**CONTENTS**

	<u>Page</u>
Appropriations Language .....	G-1
Analysis of Language Provisions and Changes.....	G-2
Amounts Available for Obligation .....	G-3
Obligations by Object Classification .....	G-4
Summary of Changes .....	G-5
Authorizing Legislation.....	G-7
Appropriations History.....	G-9
Significant Items in FY 2010 Appropriations Reports.....	G-10
Summary of request.....	G-12
Activities:.....	G-15
Promise neighborhoods .....	G-15
Successful, safe, and healthy students .....	G-19
Safe and drug-free schools and communities national activities.....	G-24
Elementary and secondary school counseling.....	G-35
Physical education program .....	G-40
Foundations for learning.....	G-45
Mental health integration in schools .....	G-48
Alcohol abuse reduction .....	G-51
21 <sup>st</sup> Century community learning centers .....	G-55
State tables.....	G-63

**[SAFE SCHOOLS AND CITIZENSHIP EDUCATION] SUPPORTING STUDENT SUCCESS<sup>1</sup>**

[For carrying out activities authorized by subpart 3 of part C of title II, part A of title IV, and subparts 2, 3 and 10 of part D of title V of the Elementary and Secondary Education Act of 1965, \$393,053,000: *Provided*, That \$224,053,000 shall be available for subpart 2 of part A of title IV<sup>2</sup>, of which \$8,212,000 shall be used for activities authorized under subpart 3 of part D of title V<sup>3</sup>: *Provided further*, That \$134,000,000 shall be available to carry out part D of title V<sup>4</sup>: *Provided further*, That of the funds available to carry out subpart 3 of part C of title II, up to \$13,383,000 may be used to carry out section 2345<sup>5</sup> and \$2,957,000 shall be used by the Center for Civic Education to implement a comprehensive program to improve public knowledge, understanding, and support of the Congress and the State legislatures<sup>6</sup>].  
*(Department of Education Appropriations Act, 2010.)*

NOTES

All language in this account for programs authorized by the Elementary and Secondary Education Act is deleted because the Administration is proposing reauthorizing legislation for that Act. When new authorizing language is enacted, resources will be requested.

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

## SUPPORTING STUDENT SUCCESS

### Analysis of Language Provisions and Changes

Language Provision	Explanation
<sup>1</sup> [Safe Schools and Citizenship Education] <u>Supporting Student Success.</u>	The Administration proposes to rename this account.
<sup>2</sup> [ <i>Provided</i> , That \$224,053,000 shall be available for subpart 2 of part A of title IV...]	This language earmarks funds for Safe and Drug-Free Schools and Communities (SDFSC) National Programs (subpart 2 of part A of title IV). It is needed to override the authorizing statute (ESEA section 4111(c)) limiting the appropriation for National Activities.
<sup>3</sup> [...of which \$8,212,000 shall be used for activities authorized under subpart 3 of part D of title V..].	This language specifies that \$8,212,000 of the appropriation for SDFSC National Programs is to be used for character education activities.
<sup>4</sup> [ <i>Provided further</i> , That \$134,000,000 shall be available to carry out part D of title V...]	This language earmarks funds to carry out the Elementary and Secondary School Counseling and Physical Education programs authorized under part D of title V of the ESEA (the Fund for the Improvement of Education).
<sup>5</sup> [ <i>Provided further</i> , That of the funds available to carry out subpart 3 of part C of title II, up to \$13,383,000 may be used to carry out section 2345...]	This language earmarks funds under the Civic Education program for the Cooperative Education Exchange. It is needed in order to override section 2343(b)(1) of the authorizing statute (which limits funding for the Cooperative Education Exchange to no more than 40 percent of the total appropriation for the Civic Education program).
<sup>6</sup> [...and \$2,957,000 shall be used by the Center for Civic Education to implement a comprehensive program to improve public knowledge, understanding, and support of the Congress and the State legislatures].	This language earmarks funds for a specific civics education project that would not otherwise be authorized under section 2344 of the authorizing statute.

**SUPPORTING STUDENT SUCCESS**

**Amounts Available for Obligation  
(\$000s)**

	2009	2010	2011
Discretionary authority:			
Annual appropriation.....	\$690,370	\$393,053	\$1,786,166
Comparative transfer from			
<u>Innovation and Instructional Teams</u> for:			
Promise neighborhoods .....	0	10,000	0
Foundations for learning.....	1,000	1,000	0
Mental health integration in schools .....	5,913	5,913	0
Comparative transfer from			
<u>Education Improvement Programs</u> for:			
21 <sup>st</sup> Century community learning centers .....	<u>1,131,116</u>	<u>1,166,166</u>	<u>0</u>
Subtotal, comparable appropriation.....	1,828,399	1,576,132	1,786,166
Unobligated balance, start of year .....	8,186	10,016	0
Recovery of prior-year obligations.....	65	0	0
Unobligated balance, end of year.....	-10,016	0	0
Comparative transfers:			
Unobligated balance, start of year from:			
<u>Education Improvement Programs</u> .....	0	14,461	0
Unobligated balance, end of year from:			
<u>Education Improvement Programs</u> .....	<u>-14,461</u>	<u>0</u>	<u>0</u>
Total, direct obligations.....	1,812,173	1,600,609	1,786,166

NOTE

The Administration is proposing to reauthorize the Elementary and Secondary Education Act. FY 2011 funds for affected programs are proposed for later transmittal and will be requested once the legislation is reauthorized.

**SUPPORTING STUDENT SUCCESS**

**Obligations by Object Classification**  
(\$000s)

	2009	2010	2011
Printing and reproduction .....	0	\$100	\$175
Other contractual services:			
Advisory and assistance services .....	\$2,248	3,881	4,019
Peer review .....	1,030	1,945	5,095
Other services .....	14,437	24,450	28,706
Research and development contracts .....	676	0	0
Purchases of goods and services from other government accounts .....	<u>680</u>	<u>1,174</u>	<u>1,216</u>
Subtotal.....	19,071	31,450	39,036
Grants, subsidies, and contributions .....	1,793,101	1,569,059	1,761,955
Interest and dividends .....	<u>1</u>	<u>0</u>	<u>0</u>
Total, obligations.....	1,812,173	1,600,609	1,786,166

NOTE

The Administration is proposing to reauthorize the Elementary and Secondary Education Act. FY 2011 funds for affected programs are proposed for later transmittal and will be requested once the legislation is reauthorized.

**SUPPORTING STUDENT SUCCESS**

**Summary of Changes**  
(\$000s)

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2010 .....	\$1,541,132
2011 .....	<u>1,786,166</u>
Net change .....	+245,034

NOTE

The Administration is proposing to reauthorize the Elementary and Secondary Education Act. FY 2011 funds for affected programs are proposed for later transmittal and will be requested once the legislation is reauthorized.

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	<u>2010 base</u>	<u>Change from base</u>
<b>Increases:</b>		
Program:		
Increase for Promise Neighborhoods to provide competitive implementation grants to community-based organizations for the development of comprehensive neighborhood programs designed to combat the effects of poverty and improve educational and life outcomes for children and youth, from birth through college and to career.	\$10,000	+\$200,000
Increase to initiate the Successful, Safe, and Healthy Students program to support student achievement to high standards and to help ensure that students are mentally and physically healthy and ready to learn by strengthening efforts to improve school climate and improve students' physical and mental health and well-being.	0	<u>+410,000</u>
Subtotal, increases		+610,000
<b>Decreases:</b>		
Program:		
Elimination of funds for Safe and Drug-Free Schools and Communities National Activities because the Administration's reauthorization proposal would consolidate this program into the proposed Successful, Safe, and Healthy Students program.	191,341	-191,341

**SUPPORTING STUDENT SUCCESS**

**Summary of Changes (continued)**  
(\$000s)

	<u>2010 base</u>	<u>Change from base</u>
<b>Decreases:</b>		
Program (continued):		
Elimination of funds for Elementary and Secondary School Counseling because the Administration’s reauthorization proposal would consolidate this program into the proposed Successful, Safe, and Healthy Students program.	\$55,000	-\$55,000
Elimination of funds for Physical Education because the Administration’s reauthorization proposal would consolidate this program into the proposed Successful, Safe, and Healthy Students program.	79,000	-79,000
Elimination of funds for Foundations for Learning because the Administration’s reauthorization proposal would consolidate this program into the proposed Successful, Safe, and Healthy Students program.	1,000	-1,000
Elimination of funds for Mental Health Integration in Schools because the Administration’s reauthorization proposal would consolidate this program into the proposed Successful, Safe, and Healthy Students program.	5,913	-5,913
Elimination of funds for Alcohol Abuse Reduction because the Administration’s reauthorization proposal would consolidate this program into the proposed Successful, Safe, and Healthy Students program.	32,712	<u>-32,712</u>
Subtotal, decreases		-364,966
Net change		+245,034

**SUPPORTING STUDENT SUCCESS**

**Authorizing Legislation  
(\$000s)**

Activity	2010 Authorized	2010 Estimate	2011 Authorized	2011 Request
Promise neighborhoods ( <i>ESEA-V-D, Subpart 1</i> )	0 <sup>1</sup>	\$10,000	To be determined <sup>1</sup>	\$210,000
Successful, Safe, and Healthy Students ( <i>proposed legislation</i> )	0	0	To be determined	410,000
Safe and drug-free schools and communities national activities ( <i>ESEA IV-A, Subpart 2, Sections 4121 and 4122</i> )	0 <sup>2,3</sup>	191,341	0 <sup>2</sup>	0
Elementary and secondary school counseling ( <i>ESEA-V-D, Subpart 2</i> )	0 <sup>2,4</sup>	55,000	0 <sup>2</sup>	0
Physical education program ( <i>ESEA-V-D, Subpart 10</i> )	0 <sup>2,4</sup>	79,000	0 <sup>2</sup>	0
Foundations for learning ( <i>ESEA-V-D, Subpart 14, Section 5542</i> )	0 <sup>2,4</sup>	1,000	0 <sup>2</sup>	0
Mental health integration in schools ( <i>ESEA-V-D, Subpart 14, Section 5541</i> )	0 <sup>2,4</sup>	5,913	0 <sup>2</sup>	0
Alcohol abuse reduction ( <i>ESEA-IV-A, Subpart 2, Section 4129</i> )	0 <sup>2,3</sup>	32,712	0 <sup>2</sup>	0
21 <sup>st</sup> century community learning centers ( <i>ESEA-IV-B</i> )	0 <sup>5</sup>	1,166,166	To be determined <sup>5</sup>	1,166,166
<u>Unfunded authorizations</u>				
Safe and drug-free schools and communities State grants ( <i>ESEA IV-A, Subpart 1</i> )	0 <sup>6</sup>	0	0 <sup>6</sup>	0
Character education ( <i>ESEA V-D, Subpart 3</i> )	0 <sup>6</sup>	0	0 <sup>6</sup>	0
Mentoring program ( <i>ESEA section 4130</i> )	0 <sup>6</sup>	0	0 <sup>6</sup>	0

G-7

**SUPPORTING STUDENT SUCCESS**

**Authorizing Legislation—continued**

Activity	2010 Authorized	2010 Estimate	2011 Authorized	2011 Request
<u>Unfunded authorizations</u> (continued)				
Grants directed at preventing and reducing alcohol abuse at institutions of higher education (Section 2(e)(2) of P.L. 109-422)	\$5,000	<u>0</u> <sup>7</sup>	\$5,000 <sup>8</sup>	<u>0</u>
Total definite authorization	5,000		5,000	
Total appropriation		1,541,132		1,786,166
Portion of the request subject to reauthorization				1,786,166

NOTE: The Administration is proposing to reauthorize the Elementary and Secondary Education Act. FY 2011 funds for affected programs are proposed for later transmittal and will be requested once the legislation is reauthorized.

<sup>1</sup> The program is funded in FY 2010 through the Fund for the Improvement of Education: Programs of National Significance (ESEA Title V, Part D, Subpart 1), which is authorized in FY 2010 through appropriations language. Authorizing legislation is sought for FY 2011.

<sup>2</sup> The GEPA extension expired September 30, 2008. The program is authorized in 2010 through appropriations language. The program is proposed for consolidation in FY 2011 under new legislation.

<sup>3</sup> Funds appropriated for Safe and Drug-Free Schools and Communities National Programs (inclusive of funds appropriated for the Alcohol Abuse Reduction program) in fiscal year 2010 may not be increased above the amount appropriated in fiscal year 2009 unless the amount appropriated for Safe and Drug-Free Schools and Communities State Grants in fiscal year 2010 is at least 10 percent greater than the amount appropriated in 2009.

<sup>4</sup> A total of \$675,000 thousand is authorized to carry out all Title V, Part D activities.

<sup>5</sup> The GEPA extension expired September 30, 2008. The program is funded in FY 2010 through appropriations language. Reauthorizing legislation is sought for FY 2011.

<sup>6</sup> The GEPA extension expired September 30, 2008. The Administration is not seeking reauthorizing legislation

<sup>7</sup> The 2010 appropriation for SDFSC National Activities includes \$2,500 thousand for similar activities.

<sup>8</sup> The GEPA extension applies through September 30, 2011.

**SUPPORTING STUDENT SUCCESS**

**Appropriations History**  
(\$000s)

	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2004 (2004 Advance for 2005)	\$756,250 (330,000)	\$825,068 (330,000)	\$818,547	\$855,775
2005	838,897	801,369	891,460	860,771
2006	396,767	763,870	697,300	729,517
2007 Supplemental (P.L. 110-28)	266,627	N/A <sup>1</sup>	N/A <sup>1</sup>	729,518 8,594
2008	324,248	760,575	697,112	693,404
2009	281,963	714,481 <sup>2</sup>	666,384 <sup>2</sup>	690,370
2010	413,608	395,753	438,061 <sup>3</sup>	393,053
2011	1,786,166			

<sup>1</sup> This account operated under a full-year continuing resolution (P.L. 110-5). House and Senate Allowance amounts are shown as N/A (Not Available) because neither body passed a separate appropriations bill.

<sup>2</sup> The levels for the House and Senate allowances reflect action on the regular annual 2009 appropriations bill, which proceeded in the 110<sup>th</sup> Congress only through the House Subcommittee and the Senate Committee.

<sup>3</sup> The level for the Senate allowance reflects Committee action only.

## **SUPPORTING STUDENT SUCCESS**

### **Significant Items in FY 2010 Appropriations Reports**

#### **Promise Neighborhoods**

House: The Committee directs that the Department award Promise Neighborhood grants on a competitive basis, after a rigorous peer review, and that the Department provide a briefing to the Committee on the planned use of these funds not less than 15 days prior to the release of a request for proposals.

Conference: The conferees direct that the Department provide a briefing to the House and Senate Appropriations Committees on the planned use of these funds not less than 30 days prior to the release of a request for proposals.

Response: The Department will award the Promise Neighborhood funds competitively, following the peer review of grant applications. Department officials have briefed the Committee staff on the Department's plans for the program.

#### **Recognition of Model Alcohol and Drug Abuse Education Programs in Higher Education**

Senate: The Committee directs the Department to use \$830,000 within the amount provided for Safe and Drug-Free Schools and Communities National Programs to identify and provide recognition of promising and model alcohol and drug abuse prevention and education programs in higher education.

Conference: The Department shall use \$830,000 within the amount provide for Safe and Drug-Free Schools and Communities National Programs to identify and provide recognition of promising and model alcohol and drug abuse education programs in higher education.

Response: The Department plans to use \$830,000 in Safe and Drug-Free Schools and Communities National Programs funds to identify and provide recognition of exemplary, effective, and promising alcohol and drug abuse education programs in higher education.

#### **Physical Education**

House: The Committee directs the Department to work with the Centers for Disease Control and Prevention (CDC) to incorporate the CDC's School Health Index assessment tool into the Physical Education program. For fiscal year 2010 awards, the Department shall grant priority to those applications that have completed physical education and nutritional assessments as part of the School Health Index or propose to implement the School Health Index. The Committee expects grantees to support the implementation of science-based curriculum tools to encourage physical education and healthy eating.

## **SUPPORTING STUDENT SUCCESS**

### **Significant Items in FY 2010 Appropriations Reports (continued)**

#### **Physical Education (continued)**

Conference: The Department shall incorporate the CDC's School Health Index assessment tool into the Physical Education program and require new grantees to implement the index within their physical education programs, if they have not already done so. The Committee expects grantees to support the implementation of science-based curriculum tools to encourage physical education and healthy eating.

Response: In the fiscal year 2010 Physical Education grant competition the Department plans to require grantees to complete and report on their answers to the physical activity and nutrition questions in the relevant modules of the CDC's School Health Index. The Department also plans to require grantees whose proposals include plans to update curriculum to use and report on their scores from the CDC's Physical Education Curriculum Analysis Tool and Health Education Curriculum Analysis Tool, which are designed to help schools select and develop appropriate and effective physical education and health education curricula and improve the delivery thereof.

DEPARTMENT OF EDUCATION FISCAL YEAR 2011 PRESIDENT'S REQUEST

Office, Account, Program and Activity (in thousands of dollars)	Category Code	2009 Appropriation	2010 Appropriation	2011 President's Budget	Change from	
					2010 Appropriation	2011 President's Budget
					Amount	Percent
<b>Supporting Student Success</b>						
1. Promise Neighborhoods (ESEA V-D, subpart 1) <sup>1</sup>	D	0	10,000	210,000	200,000	2000.0%
2. Successful, safe, and healthy students: (a) Successful, safe, and healthy students (proposed legislation) (b) Safe and drug-free schools and communities national activities (ESEA IV-A, Subpart 2, sections 4121 and 4122) <sup>2,3</sup> (c) Elementary and secondary school counseling (ESEA V-D, subpart 2) (d) Physical education program (ESEA V-D, subpart 10) (e) Foundations for learning (ESEA V-D, subpart 14, section 5542) (f) Mental health integration in schools (ESEA V-D, subpart 14, section 5541) (g) Alcohol abuse reduction (ESEA IV-A, Subpart 2, section 4129) <sup>2</sup>	D	0	0	410,000	410,000	---
	D	139,912	191,341	0	(191,341)	-100.0%
	D	52,000	55,000	0	(55,000)	-100.0%
	D	78,000	79,000	0	(79,000)	-100.0%
	D	1,000	1,000	0	(1,000)	-100.0%
	D	5,913	5,913	0	(5,913)	-100.0%
	D	33,348	32,712	0	(32,712)	-100.0%
Subtotal		310,173	364,966	410,000	45,034	12.3%
3. 21st century community learning centers (ESEA IV-B)	D	1,131,166	1,166,166	1,166,166	0	0.0%
4. Safe and drug-free schools and communities State grants (ESEA IV-A, subpart 1):	D	294,759	0	0	0	---
5. Character education (ESEA V-D, subpart 3) <sup>3</sup>	D	11,912	0	0	0	---
6. Mentoring program (ESEA IV-A, Subpart 2, section 4130) <sup>2</sup>	D	46,980	0	0	0	---
<b>Total</b>	<b>D</b>	<b>1,794,990</b>	<b>1,541,132</b>	<b>1,786,166</b>	<b>245,034</b>	<b>15.9%</b>
<b>Outlays</b>	<b>D</b>	<b>730,000</b>	<b>695,000</b>	<b>535,000</b>	<b>(160,000)</b>	<b>-23.0%</b>

NOTES: Category Codes are as follows: D = discretionary program; M = mandatory program.

Programs authorized by the Elementary and Secondary Education Act for which funds are requested in 2011 or which are proposed for consolidation in 2011 require new authorizing legislation.

Multiple programs affected by the proposed ESEA reauthorization have been renamed and moved among accounts, some of which have also been renamed. Totals for fiscal years 2009 and 2010 have been adjusted to be comparable to the fiscal year 2011 President's request.

<sup>1</sup> Adjusted for comparability. FY 2010 funds were appropriated in the Innovation and Instructional Teams account under Programs of National Significance of the Fund for the Improvement of Education.

<sup>2</sup> Reflects reprogrammings in FY 2009 among National Activities, Alcohol Abuse Reduction, and Mentoring resulting in net changes of +\$928 thousand for National Activities, +\$636 thousand for Alcohol Abuse Reduction, and -\$1,564 thousand for Mentoring.

<sup>3</sup> FY 2010 amount for Safe and Drug-Free Schools and Communities National Activities includes \$8,212 thousand for the remaining continuation costs of Character Education awards through their conclusion in FY 2011.

## SUPPORTING STUDENT SUCCESS

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### Summary of Request

The programs in the Supporting Student Success account assist States, local educational agencies, schools, and other organizations in developing and implementing programs and activities that increase the extent to which students are physically and emotionally safe and healthy; students have regular access to adults, either formally or informally, who care about their success and have opportunities to engage with them; schools are environments where students have the opportunity to access comprehensive supports along the birth-through-college-and-to-career continuum that promote social and emotional development and responsible citizenship; and students and teachers have the time and supports they need to focus on teaching and learning.

All of the programs in this account that were funded in 2010 are authorized by the Elementary and Secondary Education Act and are, therefore, subject to reauthorization this year. The budget request assumes that the programs in this account will be implemented in fiscal year 2011 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal. Funding in the account is requested for the following three programs that respond to the concerns described above:

- \$210 million for the Promise Neighborhoods initiative, a \$200 million increase, to provide competitive 1-year planning grants and 5-year implementation grants to community-based organizations for the development and implementation of comprehensive neighborhood programs designed to combat the effects of poverty and improve educational and life outcomes for children and youth;
- \$410 million for a new Successful, Safe, and Healthy Students program that would support student achievement to high standards and help ensure that students are mentally and physically healthy and ready to learn, by strengthening efforts to: improve school climate by reducing drug use, violence, and harassment, and by improving school safety; improve students' physical health and well-being through the use of, or provision of access to, comprehensive services that improve student nutrition, physical activity, and fitness; and improve student's mental health and well-being through the use of, or provision of access to, comprehensive services, such as counseling, health, and mental health services, social services, and innovative family engagement programs or supports; and
- \$1.2 billion for the reauthorized 21<sup>st</sup> Century Community Learning Centers to support State and local efforts to comprehensively redesign the school day, week, or year in a manner that provides additional time for instruction in core academic subjects and other subjects or enrichment activities for all students in a school, and for efforts to implement full-service community schools that coordinate and provide access to comprehensive services for students, their families, and, as appropriate, their communities at the school site.

The fiscal year 2010 appropriation funded numerous separate, narrowly targeted programs focused on students' safety, health, and drug-prevention with different purposes, requirements, and authorized activities. While each of these programs has worthy goals, the result of these fragmented funding streams has been inefficiencies at the Federal, State, and local levels. To compete for funds, eligible entities have had to deal with numerous small grant competitions with different applications and requirements, rather than focusing on improving outcomes for

## **SUPPORTING STUDENT SUCCESS**

### **Summary of Request**

students. To manage programs, the Department has focused on running separate grant competitions and monitoring compliance, rather than providing strong support and directing funding to the most proven or promising practices. The new Successful, Safe, and Healthy Students program constitutes a major consolidation of these existing programs, and would provide increased flexibility to States and districts to in designing strategies that best reflect the needs of their students, schools, and communities, and allow the Department to focus funding on strategies that improve student achievement, especially for students in high-need schools. Accordingly, no funds are requested in the budget for the Safe and Drug-Free Schools and Communities National Activities, Elementary and Secondary School Counseling, Physical Education, Foundations for Learning, Mental Health Integration in Schools, and Alcohol Abuse Reduction programs, all of which would be subsumed under the proposed consolidation.

## SUPPORTING STUDENT SUCCESS

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### Promise neighborhoods

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 1)

FY 2011 Authorization (\$000s): To be determined <sup>1</sup>

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$10,000	\$210,000	+\$200,000

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<sup>1</sup> The GEPA extension expired September 30, 2008. The program is funded in FY 2010 through the Fund for the Improvement of Education: Programs of National Significance (ESEA Title V, Part D, Subpart 1), which is authorized in FY 2010 through appropriations language. Authorizing legislation is sought for FY 2011.

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### PROGRAM DESCRIPTION

In fiscal year 2010, the Congress provided initial funding for Promise Neighborhoods under the Fund for the Improvement of Education: Programs of National Significance. The Administration proposes to authorize Promise Neighborhoods as a separate program in fiscal year 2011. Promise Neighborhoods will provide competitive grants to community-based organizations to support the development of a feasible, sustainable plan that combines a continuum of effective community services, strong family supports, and comprehensive education reform to improve the educational and life outcomes for children and youth, from birth through college. The core belief behind this initiative is that providing both effective, achievement-oriented schools and strong systems of support will offer children the best hope for a better life.

The purpose of the Promise Neighborhoods program is to significantly improve the educational and developmental outcomes of children in our most distressed communities and to transform those communities by (1) supporting efforts to improve child outcomes that are shared, communicated, and analyzed on an ongoing basis by leaders and members of the community; (2) identifying and increasing the capacity of community-based organizations that are focused on achieving results for children; (3) building a continuum of academic programs and community supports with a strong school or schools at the center; (4) integrating programs so that solutions are implemented effectively and efficiently across agencies; and (5) working with local governments to build the infrastructure of policies, practices, systems, and resources to sustain and “scale up” proven, effective solutions across the broader region, beyond the initial neighborhood. Each Promise Neighborhood grantee will serve a high-need geographic area, as demonstrated by multiple signs of distress. Each grantee will have as a goal attaining a dramatic increase in the number of children and youth from the service area who successfully enter college, though grantees will also pursue a range of comprehensive supports to reach that goal and other intermediate goals.

Funds will support 1-year planning grants that will enable grantees to conduct activities to facilitate the development of a feasible plan for providing a continuum of services and supports

## SUPPORTING STUDENT SUCCESS

### Promise neighborhoods

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appropriate to the needs of children and youth within the target neighborhood. The Department will shortly announce specific allowable activities for planning grantees through a Notice Inviting Applications.

Upon successful completion of a plan, the planning grantees and other qualified entities with a feasible plan would be eligible to apply for funding for implementation grants. In order to demonstrate successful completion of a plan, grantees would have to prove their ability to build effective partnerships with schools, nonprofit organizations, foundations, local agencies, and State agencies and, through those partnerships, bring a variety of resources to the program, including matching funds. The Department will encourage grantees to coordinate with other Federal agencies, notably the Departments of Housing and Urban Development, Health and Human Services, and Justice, in order to leverage additional resources and address additional community needs that limit the ability of children and youth to succeed educationally. The Department intends to require applicants for planning and implementation grants to have a demonstrated, positive track record in direct service work, specifically work that improves outcomes for families in poverty.

### FY 2011 BUDGET REQUEST

The Administration requests \$210 million in 2011 for Promise Neighborhoods. The program is included in the Administration's ESEA reauthorization proposal for Supporting Student Success. Fiscal year 2011 funds would support a new cohort of planning grants as well as the first 5-year implementation grants. The 2011 request for this program reflects enactment of the Administration's ESEA reauthorization proposal. However, if the ESEA is not reauthorized prior to the 2011 appropriation, the Administration would still seek \$210 million in fiscal year 2011 for Promise Neighborhoods, an increase of \$200 million compared to the fiscal year 2010 appropriation.

Promise Neighborhoods supports the goal of all children and youth having access to high-quality educational opportunities, effective community services, and strong systems of family support necessary to address their fundamental needs so that they enter school prepared to learn and succeed in school, college, and beyond. Promise Neighborhoods will build on the experiences of the Harlem Children's Zone (HCZ) project, a comprehensive, place-based, anti-poverty program, begun in the 1990s, that is achieving impressive results for disadvantaged children and youth who live in the 97-block zone. The HCZ model espouses five principles for success: (1) serve an entire neighborhood comprehensively and at a large enough scale to have an impact on all children in the region; (2) create a pipeline of support for children, from birth through college; (3) build community among residents, institutions, and stakeholders, who help to create the environment necessary for children's healthy development; (4) evaluate program outcomes and use the data for program improvement; and (5) cultivate a culture of success rooted in passion, accountability, leadership, and teamwork.<sup>1</sup>

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<sup>1</sup> *Whatever it Takes: A White Paper on the Harlem Children's Zone*, <http://www.hcz.org/images/stories/HCZ%20White%20Paper.pdf>.

## SUPPORTING STUDENT SUCCESS

### Promise neighborhoods

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The HCZ project offers comprehensive services that address the needs of children and youth in the “zone” or identified region from before the time they are born through such time as they are able to attend and succeed in college and beyond. At the center of HCZ are two charter schools that set high standards for students and staff and enjoy considerable flexibility regarding important operational elements. In addition, HCZ offers services that include prenatal care, health screenings and health care, employment counseling, financial services, and “Baby College” (a program of parenting workshops for parents of children ages 0-3). The evidence suggests that students in HCZ schools are achieving at significantly higher levels in reading and math than other similarly situated students. Harvard University economics professor Roland Fryer, Jr. and Harvard graduate student Will Dobbie’s 2009 assessment of the outcomes of students in the HCZ found that the HCZ produced significant gains for their students; the “HCZ is enormously successful at boosting achievement in math and ELA [English/Language Arts] in elementary school and math in middle school.”<sup>1</sup> HCZ students are also showing success in their college acceptance and college-going rates, as well as their abilities to obtain financial aid in the form of grants and scholarships.

In 2009, the HCZ held its first national conference, hosting more than 1,400 people from 100 communities across the country and still turning away hundreds of others eager to learn from HCZ’s leaders. Since the President announced his goal of establishing Promise Neighborhoods, the Department has received a major outpouring of expressions of interest in applying for grants and requests for information for the program. The Department anticipates funding up to 20 planning grants in both 2010 and 2011, as well as up to 10 implementation grants in 2011. While the demand for grants is expected to far exceed the available funding, the Administration’s goal is to make significant investments in a small number of communities that are able to demonstrate their capacity to plan and implement comprehensive high-quality education reforms and community supports for all children and youth in an identified geographic region, improve academic outcomes, sustain their efforts and partner commitments, and expand the programs to reach beyond the originally defined Promise Neighborhood.

The proposed legislation would also authorize the Department to reserve up to 5 percent of the total appropriation for national leadership activities, such as evaluation, technical assistance, including supporting “communities of practice,” and peer review.

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<sup>1</sup>Will Dobbie and Roland G. Fryer, Jr., “Are High-Quality Schools Enough to Close the Achievement Gap? Evidence from a Bold Social Experiment in Harlem” (working paper, National Bureau of Economic Research, Cambridge, Massachusetts, April 2009).

## SUPPORTING STUDENT SUCCESS

### Promise neighborhoods

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#### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Number of new awards:			
Planning	0	18-20	18-20
Implementation	0	0	10
Funding for new awards:			
Planning	0	\$9,250	\$9,250
Implementation	0	0	\$198,500
Evaluation and Technical Assistance	0	\$500	\$1,750
Peer review of new award applications	0	\$250	\$500

#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

The Department has established the following performance measure for planning grantees: the percentage of planning grantees that produce a high-quality plan as measured by their receiving at least 90 percent of 100 possible points in the subsequent competition for an implementation grant. The Department is in the process of developing performance measures for implementation grantees that will yield data on the impact of the program as measured through academic and community support indicators.

## SUPPORTING STUDENT SUCCESS

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### Successful, safe, and healthy students (Proposed legislation)

FY 2011 Authorization (\$000s): To be determined

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
0	\$410,000	+\$410,000

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### PROGRAM DESCRIPTION

Under the proposed Successful, Safe, and Healthy Students (SSHS) program, the Department would award grants to assist State educational agencies (SEAs), as well as Title I-eligible local educational agencies (LEAs), and their partners to develop and implement programs and activities that improve school climate; reduce or prevent drug use, alcohol use, or violence; and promote and support the physical and mental well-being of students.

From the 2011 SSHS appropriation, the Department would be authorized to fund continuation awards for grants and contracts made under the following programs prior to enactment of Elementary and Secondary Education Act reauthorization: Safe and Drug-Free Schools and Communities National Programs; Elementary and Secondary School Counseling; Physical Education; and Alcohol Abuse Reduction. From the remainder the Department would: (1) set aside up to 1 percent for programs for Indian youth administered by the Department of the Interior; (2) set aside up to 1 percent for the Outlying Areas; (3) reserve the amount the Secretary determines is needed for National Activities; and (4) allocate the remainder to State and local grants.

Under the State and Local Grants portion of the program the Department would award grants competitively to SEAs, Title I-eligible LEAs, and their partners to support the following: programs designed to improve school climate by preventing and reducing drug use, violence, or harassment or improving school safety at school or in the area immediately surrounding a school; programs designed to improve students' physical health and well-being; and programs designed to improve students' mental health and well-being.

SEAs would be permitted to reserve a portion of their funds for State-level activities (including a statewide school climate measurement system) and be required to subgrant the remainder of their grant funds to LEAs and their partners.

The Department would use funds reserved for National Activities to carry out national leadership activities that support safe, healthy, and drug-free students, as well as for activities to help ensure that college campuses are safe and healthy environments.

## SUPPORTING STUDENT SUCCESS

### Successful, safe, and healthy students

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#### **FY 2011 BUDGET REQUEST**

The Administration requests \$410 million in 2011 for the proposed Successful, Safe, and Healthy Students program. The program is included in the Administration's ESEA reauthorization proposal and constitutes a major consolidation of several existing, narrowly targeted, programs that seek to help schools provide the environment that students need to succeed (including safe and drug-free schools, access to counseling and mental health services, and fostering a physically fit and healthy lifestyle). The new program would increase the capacity of States, districts, and their partners to provide the resources and supports necessary for safe, healthy, and successful students. Further, it would provide increased flexibility for States and districts to design strategies that best reflect the needs of their students and communities.

The Administration recognizes the need for continued support of efforts to ensure that schools provide a safe and supportive environment that fosters learning and student wellness, including programs that focus on drug and alcohol use and violence prevention, physical fitness and nutrition, and student health. However, the existing array of Federal programs in this area is too fragmented to provide school officials with the tools they need to address school environment issues in the comprehensive manner required. Nor are the current programs well-structured to enable educators and policymakers to identify the most effective practices and "scale them up" through wider replication. The Successful, Safe, and Healthy Students program would address these problems by consolidating the existing funding streams into a single comprehensive program that drives resources to where they are most needed and in a manner that will address local needs more effectively and generate information on what works.

Within the \$410 million requested for the first year of this program, the Department would reserve \$85 million for the following National Activities:

- \$23 million for Safe Schools/Healthy Students Initiative new grant awards for comprehensive projects to help LEAs and communities create safe, disciplined, and drug-free learning environments, promote healthy childhood development, and provide needed mental health services for youth. The Department of Education funds this initiative jointly with the Department of Health and Human Services (HHS) and administers it in collaboration with both HHS and the Department of Justice. To be eligible for Safe Schools/Healthy Students funding, an LEA must demonstrate agreement in the form of a partnership among the major community systems serving students – schools, the local public mental health authority, law enforcement, and juvenile justice – to work collaboratively in assessing needs and providing programs and services in the following five areas: (1) safe school environments and violence prevention; (2) alcohol, tobacco, and other drug prevention; (3) student behavioral, social, and emotional supports; (4) mental health services; and (5) early childhood social and emotional learning programs.
- \$40 million for grants and related technical assistance for helping LEAs and IHEs prevent and mitigate, prepare for, respond to, and recover from emergencies and crisis events.

## SUPPORTING STUDENT SUCCESS

### Successful, safe, and healthy students

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- \$5 million for Project SERV (School Emergency Response to Violence), which provides education-related services, including increased safety and security, to LEAs and IHEs in which the learning environment has been disrupted by a violent or traumatic crisis. The \$5 million request should ensure that funds are available to provide crisis response services in the event that the Department is called upon to do so.
- \$7 million for healthy college campuses activities (grants and technical assistance to IHEs) to help them address such problems as under-age, binge, and high-risk drinking by students. Such behavior not only puts drinking and non-drinking students, and others, potentially at risk, but can impede learning and lead to reduced college graduation rates.
- \$10 million for other activities that promote safe and healthy students such as research and development, developing and implementing school climate measurement systems and programs to improve school climate, data collection, dissemination, outreach, and other forms of technical and financial assistance to States, LEAs, community-based organizations, and IHEs.

The requested level also includes \$180.5 million for continuation awards for projects originally funded under Safe and Drug-Free Schools and Communities National Programs (\$91.7 million), Alcohol Abuse Reduction (\$8.2 million), Elementary and Secondary School Counseling (\$36.5 million), and Physical Education programs (\$44.1 million).

### **PROGRAM OUTPUT MEASURES (\$000s)**

	<u>2009</u>	<u>2010</u>	<u>2011</u>
<b>State and Local Grants</b>			
State and local grant award funds (new)	0	0	\$139,000
Peer review of new award applications	<u>0</u>	<u>0</u>	<u>1,000</u>
Total budget authority	0	0	140,000
Number of SEA awards	0	0	20
Average SEA award	0	0	\$5,000
Number of LEA awards	0	0	40
Average LEA award	0	0	\$1,000

## SUPPORTING STUDENT SUCCESS

### Successful, safe, and healthy students

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#### **PROGRAM OUTPUT MEASURES (\$000s)** (Continued)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
<b>National Activities</b>			
<u>Safe Schools/Healthy Students Initiative</u>			
Grant award funding (new)	0	0	\$22,925
Peer review of new award applications	<u>0</u>	<u>0</u>	<u>325</u>
Total budget authority	0	0	23,250
Number of new awards	0	0	34
Average award	0	0	\$674
<u>School and College Emergency Preparedness</u>			
LEA grant award funds (new)	0	0	\$30,000
IHE grant awards (new)	0	0	8,000
Other school safety initiatives	0	0	1,750
Peer review of new award applications	<u>0</u>	<u>0</u>	<u>250</u>
Total budget authority	0	0	40,000
Number of new awards	0	0	150
Average award	0	0	\$253
<u>Project SERV (School Emergency Response to Violence)</u>			
	0	0	\$5,000
<u>Healthy College Campuses</u>			
Grant award funds (new)	0	0	\$5,455
Number of awards	0	0	35
Training and technical assistance center	0	0	0
National recognition awards program	0	0	\$825
Number of new awards	0	0	5
Peer review of new award applications	<u>0</u>	<u>0</u>	<u>\$20</u>
Total budget authority	0	0	\$6,300
<u>Other Activities</u>	0	0	\$10,336

## SUPPORTING STUDENT SUCCESS

### Successful, safe, and healthy students

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#### **PROGRAM OUTPUT MEASURES (\$000s)**

(Continued)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Set-Asides for DOI Schools and Outlying Areas	0	0	\$4,590
Continuation Awards for Programs Consolidated into Successful, Safe, and Healthy Students	0	0	\$180,524

#### **PROGRAM PERFORMANCE INFORMATION**

The Department has not yet developed performance measures for this proposed program, but will do so later in 2010.

## SUPPORTING STUDENT SUCCESS

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### **Safe and drug-free schools and communities national activities**

(Elementary and Secondary Education Act of 1965, Title IV, Part A, Subpart 2)

FY 2011 Authorization (\$000s): 0<sup>1</sup>

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$191,341	0	-\$191,341

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<sup>1</sup> The GEPA extension expired September 30, 2008. The program is authorized in FY 2010 through appropriations language. The program is proposed for consolidation in FY 2011 under new legislation.

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### **PROGRAM DESCRIPTION**

The Safe and Drug-Free Schools and Communities (SDFSC) National Programs statute authorizes the Department to carry out a wide variety of discretionary activities designed to prevent the illegal use of drugs and violence among, and promote safety and discipline for, students. These activities may be carried out through grants to or contracts with public and private organizations and individuals, or through agreements with other Federal agencies, and may include, but are not limited to:

- The development and demonstration of innovative strategies for the training of school personnel, parents, and members of the community;
- The development, demonstration, scientifically based evaluation, and dissemination of innovative and high-quality drug and violence prevention programs and activities;
- The provision of information on drug abuse education and prevention to the Department of Health and Human Services for dissemination;
- The provision of information on violence prevention and education and on school safety to the Department of Justice for dissemination;
- Technical assistance to Governors, State agencies, local educational agencies, and other recipients of SDFSC funding to build capacity to develop and implement high-quality, effective drug and violence prevention programs;
- Assistance to school systems that have particularly severe drug and violence problems, including hiring drug prevention and school safety coordinators, or assistance to support appropriate responses to crisis situations;
- The development of education and training programs, curricula, instructional materials, and professional training and development for preventing and reducing the incidence of crimes and conflicts motivated by hate in localities most directly affected by hate crimes; and

## SUPPORTING STUDENT SUCCESS

### Safe and drug-free schools and communities national activities

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- Activities in communities designated as empowerment zones or enterprise communities that connect schools to community-wide efforts to reduce drug and violence problems.
- The collection of data on the incidence and prevalence of drug use and violence in elementary and secondary schools and in institutions of higher education.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2006 .....	\$141,112
2007 .....	149,706
2008 .....	137,665
2009 .....	139,912
2010 .....	191,341

### **FY 2011 BUDGET REQUEST**

The Administration is not seeking separate funding for Safe and Drug-Free Schools and Communities (SDFSC) National Activities for fiscal year 2011. In place of it and several narrowly targeted programs that address students' safety, health, and drug-prevention, the Administration proposes to create, through the reauthorization of the ESEA, a broader Successful, Safe, and Healthy Students program that would increase the capacity of States, districts, and their partners to provide the resources and supports necessary for safe, healthy, and successful students, including programs that prevent and reduce substance use and violence. This new program would replace current ESEA programs that support drug and violence prevention, alcohol abuse reduction, physical education, and mental health and school counseling.

The Administration's reauthorization proposal recognizes the challenge of attaining high student achievement in schools where students are threatened by drugs, violence, crime, bullying, harassment, or intimidation, all of which continue to be serious problems affecting school-aged youth. The public also continues to be extremely concerned about school safety, whether because of school shootings, the current emergence of an influenza pandemic, natural disasters such as Hurricane Katrina, or the September 11, 2001, terrorist attacks on the United States. The reauthorization proposal would address these and related issues, but in a much more comprehensive and flexible manner than can be attempted through the current portfolio of fragmented programs.

Under the proposed Successful, Safe, and Healthy Students program, State educational agencies, LEAs, and partners would be eligible to apply for competitive grants to develop and implement programs, based on local needs, that improve school climate; reduce or prevent drug use, alcohol use, violence, and harassment; and promote and support the physical and mental well-being of students. The overall result is that the new program will promote school safety, a positive school environment, and school and community connectedness, and, thereby, foster students' well-being and improved academic performance.

## SUPPORTING STUDENT SUCCESS

### Safe and drug-free schools and communities national activities

The reauthorization proposal would include a National Activities authority under which the Department would carry out activities similar to some of the current Safe and Drug-Free Schools and Communities National Activities (such as Project SERV, emergency preparedness grants, the Safe Schools/Healthy Students initiative, and assistance to institutions of higher education). In addition, the fiscal year 2011 budget request for Successful, Safe, and Healthy Students would include funds to pay continuation costs for Safe and Drug-Free Schools and Communities National Activities awarded in previous years.

### **PROGRAM OUTPUT MEASURES (\$000s)**

	<u>2009</u>	<u>2010</u>	<u>2011</u>
<u>Improving the Climate for Learning</u>			
Grant award funds (new)	0	\$31,788	0
Peer review of new award applications	<u>0</u>	<u>300</u>	<u>0</u>
Total budget authority	0	32,088	0
Number of new awards	0	80	0
Average award	0	\$397	0
<u>Building State Leadership Capacity</u>			
Grant award funds (new)	0	\$7,975	0
Peer review of new award applications	<u>0</u>	<u>25</u>	<u>0</u>
Total budget authority	0	8,000	0
Number of new awards	0	52	0
Average award	0	\$153	0
<u>School Emergency Preparedness Initiative</u>			
LEA grant award funds (new)	\$26,710	\$27,000	0
IHE grant awards (new)	9,170	9,000	0
Supplemental award to IHE prior-year grantee	58	0	0
Other school safety initiatives	2,044	3,750	0
Peer review of new award applications	<u>200</u>	<u>250</u>	<u>0</u>
Total budget authority	38,182	40,000	0
Number of new awards	134	155	0
Average award	\$268	\$232	0

## SUPPORTING STUDENT SUCCESS

### Safe and drug-free schools and communities national activities

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#### **PROGRAM OUTPUT MEASURES (\$000s)**

(Continued)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
<u>Safe Schools/Healthy Students Initiative</u>			
Grant award funding (new)	\$17,425	0	0
Grant award funding (continuations)	60,066	\$77,816	0
Peer review of new award applications	<u>325</u>	<u>0</u>	<u>0</u>
Total budget authority	77,816	77,816	0
Number of new awards	29	0	0
Number of continuation awards	86	116	0
Average award	\$674	\$671	0
<u>Character Education</u>			
Grant award funds (continuations)	<u>0</u>	<u>\$8,212</u>	<u>0</u>
Total budget authority	0	8,212	0
Number of new awards	0	7	0
Average award	0	\$1,173	0
<u>Student Drug Testing</u>			
Grant award funding (continuations)	\$6,632	\$7,339	0
Evaluation and data collection	676	0	0
Student Drug Testing Institute	<u>500</u>	<u>500</u>	<u>0</u>
Total budget authority	7,808	7,839	0
Number of continuation awards	70	49	0
Average award	\$95	\$150	0
<u>Sober Truth on Preventing Underage Drinking (STOP Act)</u>			
Grant award funding (new)	\$3,424	\$2,495	0
Peer review of new award applications	<u>5</u>	<u>5</u>	<u>0</u>
Total budget authority	3,429	2,500	0
Number of new awards	9	7	0
Average award	\$381	356	0

## SUPPORTING STUDENT SUCCESS

### Safe and drug-free schools and communities national activities

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#### **PROGRAM OUTPUT MEASURES (\$000s)**

(Continued)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
<u>Postsecondary Education Drug and Violence Prevention Programs</u>			
Grant award funds (new)	\$2,981	0	0
Number of awards	23	0	0
Grant award funds (continuations)	\$355	\$2,958	0
Number of awards	2	23	0
Training and technical assistance center	\$1,599	\$1,621	0
National recognition awards program	\$823	\$825	0
Number of new awards	5	5	0
Peer review of new award applications	<u>\$20</u>	<u>\$5</u>	<u>0</u>
Total budget authority	\$5,778	\$5,409	0
<u>Other Activities</u>	\$6,899	\$9,477	0

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NOTE: FY 2011 continuation costs of approximately \$91,729 thousand would be provided from the appropriation for the Successful, Safe, and Healthy Students program.

#### **PROGRAM PERFORMANCE INFORMATION**

##### **Performance Measures**

This section presents selected program performance information, including, for example, GPRA 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 resources provided in previous years and those requested in fiscal year 2011 and future years, and the resources and efforts invested by those served by this program.

##### Safe Schools/Healthy Students

**Goal: To help ensure that schools are safe, disciplined, and drug free by promoting implementation of high-quality drug- and violence-prevention strategies.**

Beginning with the 2007 cohort of grants, the Department established as performance measures for Safe Schools/Healthy Students projects: (1) Percentage of grantees that experience a decrease in the percentage of their students who did not go to school on one or more days during the past 30 days because they felt unsafe at school, or on their way to and from school; (2) Percentage of grantees that experience a decrease in the percentage of their students who have been in a physical fight on school property in the 12 months prior to the survey; (3) Percentage of grantees that report a decrease in the percentage of their students

## SUPPORTING STUDENT SUCCESS

### Safe and drug-free schools and communities national activities

who report current (30-day) marijuana use; (4) Percentage of grantees that report a decrease in the percentage of their students who report current (30-day) alcohol use; (5) Percentage of grantees that report an increase in the number of students receiving school-based mental health services; and (6) Percentage of grantees that report an increase in the percentage of mental health referrals for students that result in mental health services being provided in the community. 2007 grantees provided preliminary baseline data for these measures in 2009. Targets for the above measures will be established later in 2010, when final baseline data become available for the 2007 cohort.

The following performance information is for the three prior cohorts of Safe Schools/Healthy Students grants.

**Objective:** *Safe Schools/Healthy Students Initiative grantees will demonstrate substantial progress in improving student behaviors and school environments.*

<b>Measure:</b> The percentage of Safe Schools/Healthy Students grant sites that experience a decrease in the number of violent incidents at schools during the 3-year grant period.						
Year	Targets			Actual		
	2004 Cohort	2005 Cohort	2006 Cohort	2004 Cohort	2005 Cohort	2006 Cohort
2006				70		
2007	90			55	54.3	
2008	90	80.5			59.0	82.3
2009		85	86.4			
2010			86.4			

<b>Measure:</b> The percentage of Safe Schools/Healthy Students grant sites that experience a decrease in substance abuse during the 3-year grant period.						
Year	Targets			Actual		
	2004 Cohort	2005 Cohort	2006 Cohort	2004 Cohort	2005 Cohort	2006 Cohort
2006				75		
2007	90			66.7	43.75	
2008	90	86.25			34.2	66.67
2009			76.67			
2010			80			

## SUPPORTING STUDENT SUCCESS

### Safe and drug-free schools and communities national activities

**Measure:** The percentage of Safe Schools/Healthy Students grant sites that improve school attendance during the 3-year grant period.

Year	Targets			Actual		
	2004 Cohort	2005 Cohort	2006 Cohort	2004 Cohort	2005 Cohort	2006 Cohort
2006				33.3		
2007	90			64.7	40.5	
2008	90	38			44.7	80.0
2009		43	84			
2010			84			

**Assessment of progress:** Only one of the six targets was met for the above measures for which 2007 and 2008 data are available. In some cases, the targets were missed significantly; however, the targets were set prior to the receipt of baseline data and turned out to be too ambitious. In general, the data show an improvement on the measures for the 2006 cohort compared to the prior cohorts.

#### Student Drug Testing

**Goal:** To help ensure that schools are safe, disciplined, and drug free by promoting implementation of high-quality drug- and violence-prevention strategies.

**Objective:** Student drug testing grantees will make substantial progress in reducing substance abuse incidence among target students.

**Measure:** The percentage of Student Drug Testing grantees that experience a 5 percent annual reduction in the incidence of past-month drug use by students in the target population.

Year	Targets					Actual				
	2003 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2003 Cohort	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
2006						33				
2007	50	33				25				
2008		50	50	33				67		
2009			70	50	33			13	42	49
2010			70	60	50					

## SUPPORTING STUDENT SUCCESS

### Safe and drug-free schools and communities national activities

<b>Measure:</b> The percentage of Student Drug Testing grantees that experience a 5 percent annual reduction in the incidence of past-year drug use by students in the target population.										
<b>Year</b>	<b>Targets</b>					<b>Actual</b>				
	2003	2005	2006	2007	2008	2003	2005	2006	2007	2008
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort
<b>2006</b>						25				
<b>2007</b>	50	25				0				
<b>2008</b>		50	50	33				56		
<b>2009</b>			60	50	33			13	33	58
<b>2010</b>			60	60	60					

**Assessment of progress:** The 2006 cohort of grantees exceeded the 2008 targets for each of these measures and the 2008 cohort exceeded the 2009 targets, but the 2009 targets were not met for either the 2006 or 2007 cohorts. Unfortunately, an assessment of progress for the 2005 cohort of grantees cannot be made because the data reported by grantees were not sufficiently comparable across sites to be aggregated meaningfully for the cohort.

#### Readiness and Emergency Management for Schools

The Department will have baseline data later in 2010 on the following performance measures for the fiscal year 2006 cohort of Emergency Response and Crisis Management (since renamed Readiness and Emergency Management for Schools) grants: (1) demonstration by grantees of the number of hazards addressed by the improved school emergency response plan as compared to the baseline plan; (2) demonstration of improved response time and quality of response in practice drills and simulated crises; and (3) a plan for and commitment to the sustainability and continuous improvement of the school emergency response plan beyond the period of Federal financial assistance signed by all community partners.

Beginning with the 2009 cohort of grants, the Department discontinued these measures and replaced them with the following new measure, for which baseline data will become available beginning in 2012: the average number of National Incident Management System (NIMS) course completions by key personnel at the start of the grant compared to the average number of NIMS course completions by key personnel at the end of the grant.

## SUPPORTING STUDENT SUCCESS

### Safe and drug-free schools and communities national activities

#### Postsecondary Prevention

<b>Measure:</b> At the end of these 2-year projects, the percentage of grantees that achieve a 5 percent decrease in high-risk drinking among students served by the project.								
Year	Targets				Actual			
	2005 Cohort	2007 Cohort	2009 Cohort	2010 Cohort	2005 Cohort	2007 Cohort	2009 Cohort	2010 Cohort
2007					81			
2008								
2009		85						
2010			85					
2011				85				

<b>Measure:</b> At the end of these 2-year projects, the percentage of grantees that achieve a 5 percent decrease in violent behavior among students served by the project.								
Year	Targets				Actual			
	2005 Cohort	2007 Cohort	2009 Cohort	2010 Cohort	2005 Cohort	2007 Cohort	2009 Cohort	2010 Cohort
2007					67			
2008								
2009		70.4						
2010			75					
2011				80				

**Assessment of progress:** An assessment of progress will be made later in 2010, after the Department receives 2009 data from the 2007 cohort of grantees.

#### **Other Performance Information**

In addition to collecting data on the above performance measures directly from grantees, the Department is conducting several evaluations to assess the impact of programs and interventions supported with SDFSC National Activities funds. Each of the following evaluations is being funded by SDFSC National Activities funds, except for the Safe Schools/Healthy Students evaluation, which is being funded by the Department of Health and Human Services.

#### Drug Testing Evaluation

In 2006, the Department launched an impact evaluation to assess the effectiveness of random mandatory student drug testing. The evaluation is designed to address the following research questions: (1) Do high school students who are subject to mandatory-random drug testing (e.g., athletes, participants in competitive extra-curricular activities) report less use of tobacco, alcohol, and illicit substances compared to students in high schools without drug testing policies?; (2) Do students in high schools with mandatory-random drug testing policies, but who are not subject to drug testing, report less use of tobacco, alcohol, and illicit substances

## SUPPORTING STUDENT SUCCESS

### Safe and drug-free schools and communities national activities

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compared to students in high schools without drug testing policies?; and (3) What are the characteristics of the drug testing policies implemented by participating treatment schools, and what types of other strategies are treatment or control schools using to reduce substance use among students?

This 4-year evaluation involves 36 schools from 7 grantees that received awards under the Department's student drug testing grant competition in 2006. About half of the schools were randomly assigned to begin implementing drug testing immediately (treatment schools), and the other half were assigned to implement drug testing only at the conclusion of the 1-year experimental period (control schools). Data collection has included student surveys of reported drug use, interviews with staff at grantee schools, and school records. Results of the evaluation should be available later in 2010.

#### Safe Schools/Healthy Students Evaluation

Two national evaluations of the Safe Schools/Healthy Students initiative have been conducted: the first under a cooperative agreement with the Department of Justice, and the second under contract with the Substance Abuse and Mental Health Services Administration in the Department of Health and Human Services. Both were jointly managed by the Departments of Education, Health and Human Services, and Justice. The evaluations sought, overall, to document the effectiveness of collaborative community efforts to promote safe schools and provide opportunities for healthy childhood development.

The first evaluation focused on the fiscal year 1999, 2000, and 2001 cohorts under the initiative, a total of 97 sites. Three waves of data were collected from each of the 97 sites, with data collection spanning 2001-2004. (Data collection was conducted three times over the life of each 3-year grant cohort.) The evaluation collected data from principals and teachers in schools served by these sites, as well as from middle and high school students in a more limited subset of "sentinel" sites representing various regions of the country and a variety of population densities. The sentinel sites included a total of 410 schools. (Surveying students in all 3,932 schools among the 97 sites would have been cost prohibitive.)

Changes were calculated between wave one and wave three data collection for each of the three grant cohorts. Some of the data from this first evaluation are already available, and some statistically significant changes (at the  $p < .05$  level) in student outcomes related to alcohol, tobacco, and other drug use and incidents of violence have been identified. For example:

- Student self-report data for high school students reflected decreases in 30-day alcohol and tobacco use, cigarette sales on school property, and perceived disapproval of peer substance use. Current alcohol use was down 10 percent, and current tobacco use declined 13 percent. Middle and high school students also reported feeling less unsafe at school (a 7 percent reduction for middle school students and a 6 percent reduction for high school students).
- Teachers in elementary schools reported a 5 percent reduction in classroom bullying, a 21 percent reduction in feeling threatened by a student, and an 11 percent reduction in being verbally abused by a student. Finally, although not statistically significant, elementary

## SUPPORTING STUDENT SUCCESS

### Safe and drug-free schools and communities national activities

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school principals reported a 33 percent reduction in current-year tobacco infractions and a 36 percent reduction in total alcohol infractions, and elementary school teachers reported an 8 percent reduction in classroom fighting.

The second evaluation examined activities implemented by 86 sites in the fiscal year 2005, 2006, and 2007 cohorts. It found that over a 3-year period the school districts participating in the Safe Schools/Healthy Students grant program reported fewer students involved in violent incidents, decreased levels of experienced and witnessed violence, and improvements in overall school safety and violence prevention. Key findings from the second evaluation, for the 2005 cohort of grants (the cohort for which data collection and analysis are completed), include the following:

- A 15 percent decrease in the number of students involved in violent incidents during the grant period (from 17,800 in year 1 to 15,163 in year 3).
- A 12 percent decrease in the number of students reporting that they had experienced or witnessed violence from year 1 of the grant period to year 3.
- Most staff at grantee schools reported that the initiative had made their schools safer. By year 3 of the grant, 84 percent said the Initiative had improved school safety, 77 percent said it had reduced violence on campus, and 75 percent said it had reduced violence in the community.

Further findings from the second evaluation are expected to be available later in 2010.

### Violence Prevention Program Evaluation

The Department is also conducting a longitudinal impact evaluation of a school-based violence prevention program. Specifically, the evaluation is assessing the overall impact of combining “Responding in Peaceful and Positive Ways,” a curriculum-based (instructional) program, with “Best Behavior,” a whole-school program that aims to increase the clarity, fairness, and consistency of school enforcement policies and to improve teachers' classroom management skills. Approximately 40 middle schools are taking part in this evaluation, half of which have been randomly assigned to receive the hybrid program, which is being implemented over 3 consecutive school years. Within each middle school, students are being sampled and their violent and aggressive behaviors measured. Student and teacher surveys, observation of intervention activities, interviews with school administrators, and school records will be used to assess student outcomes in both treatment and control schools as well as to assess the quality of program implementation. A final report on the evaluation is expected later in 2010.

**SUPPORTING STUDENT SUCCESS**

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**Elementary and secondary school counseling**

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 2)

FY 2011 Authorization (\$000s): 0 <sup>1</sup>

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$55,000	0	-\$55,000

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<sup>1</sup> The GEPA extension expired September 30, 2008. The program is authorized in FY 2010 through appropriations language. The program is proposed for consolidation in FY 2011 under new legislation.

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**PROGRAM DESCRIPTION**

This program provides grants to local educational agencies (LEAs) to establish or expand elementary school and secondary school counseling programs. In awarding grants, the Department must give consideration to applications that demonstrate the greatest need for services, propose the most promising and innovative approaches, and show the greatest potential for replication and dissemination. The Department awards grants for up to 3 years that may not exceed \$400,000 and must be used to supplement, not supplant, existing counseling and mental health services. The statute requires that any amount appropriated up to \$40 million for this program in any fiscal year be used for elementary school counseling programs. If the appropriation exceeds \$40 million, the Department must use at least \$40 million to support elementary school counseling programs.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2006 .....	\$34,650
2007 .....	34,650
2008 .....	48,617
2009 .....	52,000
2010 .....	55,000

**FY 2011 BUDGET REQUEST**

The Administration is not seeking separate funding for the Elementary and Secondary School Counseling (ESSC) program for fiscal year 2011. In place of this program and several other, sometimes narrowly targeted programs, the Administration proposes to create a broader program, Successful, Safe, and Healthy Students that would increase the capacity of States, districts, and schools to create safe, healthy, and drug-free environments so that students are ready to learn and equipped to succeed.

## **SUPPORTING STUDENT SUCCESS**

### **Elementary and secondary school counseling**

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The new Successful, Safe, and Healthy Students program would replace current ESEA programs that support drug and violence prevention, physical education, and mental health and school counseling. Under this program, State educational agencies, as well as Title I-eligible local educational agencies and their partners, would be eligible to apply for competitive grants to develop and implement programs that improve school climate; reduce or prevent drug use, violence or harassment; and promote and support the physical and mental well-being of students. Further, these grants would provide increased flexibility for States and districts to meet the educational needs of their students and improve student outcomes.

The Administration remains committed to promoting efforts to address student mental health issues. The need for such efforts is clear. Recent estimates show that more than 20 percent of American children and adolescents, between the ages of 9 and 17 years experience mental health problems or addictive disorders severe enough to impair their daily functioning and that only 25 percent of these children receive appropriate treatment. The presence of counselors in schools provides benefits for both students and teachers by helping to create a safe school environment, improve teacher effectiveness and classroom management, increase academic achievement, and promote student well-being and healthy development. In a recent review of school counseling research, Whinston and Quinby (2009) found that students who participated in school counseling interventions tended to score about one-third of a standard deviation point above those students who did not receive interventions, which provides some evidence of the effectiveness of school counseling interventions. These interventions were also shown to produce large effects in reducing student disciplinary problems, enhancing problem-solving skills, and increasing career knowledge. In terms of achievement, counseling interventions were found to have a small but significant impact on improving students' academic achievement. For these reasons, activities to increase students' access to school counseling services, as part of a broader effort to ensure that schools promote student safety and wellness, would be an allowable activity under the new Successful, Safe, and Healthy Students program.

The Administration believes that school-based counseling programs offer great promise for improving prevention, diagnosis, and access to treatment for children and adolescents with mental health problems. Title I-eligible LEAs, and their partners, that are interested in establishing or expanding elementary and secondary school counseling programs would be eligible to apply for funding under the new Successful, Safe, and Healthy Students program.

The fiscal year 2011 request for the Successful, Safe, and Healthy Students program would include funds to pay continuation costs for Elementary and Secondary School Counseling grants made in previous years.

## SUPPORTING STUDENT SUCCESS

### Elementary and secondary school counseling

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#### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Grant award funding (new)	\$21,397	\$15,438	0
Grant award funding (continuations)	\$30,603	\$39,312	0
Peer review of new award applications	0	\$250	0
Number of new awards	62	44	0
Number of continuation awards	89	117	0
Average award	\$350	\$350	0

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NOTE: FY 2011 continuation costs of approximately \$36,435 thousand would be provided from the appropriation for the Successful, Safe, and Healthy Students program.

#### PROGRAM PERFORMANCE INFORMATION

This section presents selected program performance information, including, for example, GPRA 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 resources provided in previous years and those requested in FY 2011 and future years, and the resources and efforts invested by those served by this program.

**Goal:** To increase the availability of counseling programs and services in elementary schools.

**Objective:** Support the hiring of qualified personnel to expand available counseling services for elementary school students.

#### 2006 Cohort

<b>Measure:</b> The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute. (2006 cohort)		
Year	Target	Actual
<b>2007</b>		100
<b>2008</b>	100	100
<b>2009</b>	100	

## SUPPORTING STUDENT SUCCESS

### Elementary and secondary school counseling

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<b>Measure:</b> The average number of referrals per grant site for disciplinary reasons in schools participating in the Elementary and Secondary School Counseling program. (2006 cohort)		
Year	Target	Actual
2007		1355
2008	1,287	918
2009	872	

**Assessment of progress:** Performance data are collected through annual grantee reports. The Department expects to have 2009 performance data available in 2010.

#### 2007 Cohort

<b>Measure:</b> The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute. (2007 cohort)		
Year	Target	Actual
2008		100
2009	100	100
2010	100	

<b>Measure:</b> The average number of referrals per grant site for disciplinary reasons in schools participating in the Elementary and Secondary School Counseling program. (2007 cohort)		
Year	Target	Actual
2008	1,132	1,192
2009	781	822
2010	740	

**Assessment of progress:** Beginning with the 2007 cohort, grantees provided data on the average number of referrals per site at the start of the grant in order to establish a more accurate baseline. This will lead to three targets, corresponding to the subsequent data collections at the end of grant years 1, 2, and 3. Performance data are collected through annual grantee reports.

#### 2008 Cohort

<b>Measure:</b> The percentage of grantees closing the gap between their student/mental health professional ratios and the student/mental health professional ratios recommended by the statute. (2007 cohort)		
Year	Target	Actual
2009		100
2010	100	
2011	100	

## SUPPORTING STUDENT SUCCESS

### Elementary and secondary school counseling

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<b>Measure:</b> The average number of referrals per grant site for disciplinary reasons in schools participating in the Elementary and Secondary School Counseling program. (2007 cohort)		
Year	Target	Actual
2009		1,720
2010	1,634	
2011	1,548	

**Assessment of progress:** Performance data are collected through annual grantee reports. Because the first measure does not appear to be effective in measuring program progress, the Department will consider whether it should be replaced. The Department expects to have performance data for the 2009 cohort available in the fall of 2010.

Additionally, the Department has posted grantee-level data on its website at [www.ed.gov/programs/elseccounseling/performance.html](http://www.ed.gov/programs/elseccounseling/performance.html).

## SUPPORTING STUDENT SUCCESS

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### Physical education program

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 10)

FY 2011 Authorization (\$000s): 0<sup>1</sup>

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$79,000	0	-\$79,000

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<sup>1</sup> The GEPA extension expired September 30, 2008. The program is authorized in FY 2010 through appropriations language. The program is proposed for consolidation in FY 2011 under new legislation.

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### PROGRAM DESCRIPTION

The Physical Education program (PEP) provides grants to local educational agencies (LEAs) and community-based organizations to pay the Federal share of the costs of initiating, expanding, and improving physical education (PE) programs (including after-school programs) for students in kindergarten through 12<sup>th</sup> grade, in order to make progress toward meeting State standards for physical education. Funds may be used to provide equipment and support to enable students to participate actively in physical education activities and for training and education for teachers and staff. Awards are competitive, typically for 3 years, and the Federal share may not exceed 90 percent of the total program cost for the first year of the project and 75 percent for each subsequent year. Funds must be used to supplement, and may not supplant, other Federal, State, and local funding for PE activities.

For the fiscal year 2010 competition, the Department intends to create requirements and selection criteria that will enhance the impact of PEP and to support a broader, strategic vision for encouraging the development of lifelong healthy habits and improving physical and nutrition education programming and policies in schools and communities. Historically, the program has funded projects that often focused heavily on the purchase of equipment without strong integration of that equipment into curriculum; did not take a comprehensive approach that recognizes the interdependency of physical, nutrition, and health education; did not use research-based curricula; or did not take into account local wellness policies or other community efforts in physical education and activity. The Department plans to issue proposed rules that address these deficiencies by, for example, requiring that grantees work in collaboration with community leaders, undertake a local needs assessment, update food- and nutrition-related policies and physical education policies and align them with State and local wellness policies, and use research-based physical education and nutrition curricula.

## SUPPORTING STUDENT SUCCESS

### Physical education program

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Funding levels for the past 5 years were:

	(\$000s)
2006 .....	\$72,674
2007 .....	72,674
2008 .....	75,655
2009 .....	78,000
2010 .....	79,000

### FY 2011 BUDGET REQUEST

The Administration is not seeking separate funding for the Physical Education program for fiscal year 2011. In place of this program and several other, sometimes narrowly targeted, programs that address students' health and safety, the Administration proposes to create a broader program, Successful, Safe, and Healthy Students, that would increase the capacity of States, districts, schools, and their partners to provide the resources and supports necessary for safe, healthy, and successful students, including programs designed to improve student physical health and well-being. This new program would replace current ESEA programs that support drug and violence prevention, physical education, and mental health and school counseling.

Under the Successful, Safe, and Healthy Students program, eligible entities, would apply for competitive grants to develop and implement programs that improve school climate; reduce or prevent drug use, violence or harassment; and promote and support the physical and mental well-being of students. Further, these grants would provide increased flexibility for States and districts to meet the educational needs of their students and improve student outcomes.

The Administration remains committed to promoting physical education, improved nutrition, and fitness. The need for continued and improved efforts in this area is clear. In the past 30 years, the prevalence of unhealthy weights among children has increased dramatically. Data from the National Health and Nutrition Examination Survey (NHANES) conducted by the Centers for Disease Control and Prevention (CDC) show that, between the 1976-1980 and 2003-2006 collection periods, the percentage of children who were overweight increased from 5 percent to 12 percent for children ages 2 to 5, from 7 percent to 17 percent for ages 6 to 11, and from 5 percent to 18 percent for ages 12 to 19. The proposed Successful, Safe, and Healthy Students program would address this problem (along with other school environment issues) by consolidating existing funding streams into a single comprehensive program that drives resources to where they are most needed and in a manner that will address local needs more effectively while generating information on what programs are working.

The fiscal year 2011 request for the Successful, Safe, and Healthy Students program would include funds to pay continuation costs for PEP grants made in previous years.

## SUPPORTING STUDENT SUCCESS

### Physical education program

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#### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Grant award funding (new)	\$27,784	\$41,358	0
Grant award funding (continuations)	49,376	36,457	0
Peer review of new award applications	450	790	0
Evaluation	390	395	0
Number of new grant awards	77	83	0
Number of continuation grant awards	250	180	0
Average grant award	\$236	\$296	0

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NOTE: FY 2011 continuation costs of approximately \$44,118 thousand would be provided from the appropriation for the Successful, Safe, and Healthy Students program.

#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, GPRA 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 resources provided in previous years and those requested in FY 2011, and the resources and efforts invested by those served by this program.

As part of a multi-agency effort to improve the effectiveness of programs supporting child health and fitness, the Department is reviewing the performance measures for this program. The Department will publish revised performance measures in the Notice Inviting Applications for fiscal year 2010.

Beginning with the 2006 cohort of grants, the Department established the following measure for the program: the percentage of students served by the grant who engage in (1) 150 minutes of moderate to vigorous physical activity per week (for elementary school students) or (2) 225 minutes per week (for middle and high school students). (The Department adopted these standards based on input from the Centers for Disease Control and Prevention.) This measure is more clear and specific than the previous measures, which were based on State standards.

**Goal: To promote physical activity and healthy lifestyles for students.**

**Objective:** *Support the implementation of effective physical education programs and strategies.*

## SUPPORTING STUDENT SUCCESS

### Physical education program

<b>Measure:</b> The percentage of elementary students served by the grant who engage in 150 minutes of moderate to vigorous physical activity per week.						
Year	Target			Actual		
	2006 Cohort	2007 Cohort	2008 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
2007				55		
2008	55			69	43	
2009	72	45			72	61
2010		76	64			
2011			67			

<b>Measure:</b> The percentage of secondary students served by the grant who engage in 225 minutes of moderate to vigorous physical activity per week.						
Year	Target			Actual		
	2006 Cohort	2007 Cohort	2008 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
2007				57		
2008	55			59	55	
2009	60	58			57	54
2010		61	57			
2011			59			

**Assessment of progress:** Data are currently available for the first two years of the 2006 and 2007 cohorts, while only baseline data are available for the 2008 cohort. The 2006 cohort does not yet have 2009 data because many of grantees exercised a 1-year, no-cost extension to complete the implementation of their projects. Grantees from both the 2006 and 2007 cohorts reported an increase in student physical activity at both the elementary and secondary levels and generally met their targets.

The Department is establishing only two targets for each of the 2006, 2007, 2008 cohorts, with the data collected at the end of year one considered the baseline. Because the 2008 cohort will be the first to operate into 2011, a 2011 row is displayed since continuations would be funded under the new program. Beginning with the 2009 cohort, grantees will conduct an additional data collection at the start of the grant in order to establish a baseline that more accurately reflects the participants' initial activity levels. This will lead to three targets, corresponding to the subsequent data collections at the end of grant years one, two, and three. Baseline data for the 2009 cohort will be available early in 2011.

### Efficiency Measure

The Department developed and is implementing the following efficiency measure: the cost per student who achieves 150 minutes (for elementary school students) or 225 minutes (for middle and high school students) of moderate to vigorous physical activity per week. This measure includes the mandatory non-federal expenditures.

## SUPPORTING STUDENT SUCCESS

### Physical education program

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**Measure:** The cost per student who achieves the level of physical activity required to meet the physical activity measures for the program (150 minutes of moderate to vigorous activity for elementary students and 225 minutes of moderate to vigorous activity for middle and high school students).

Year	Target			Actual		
	2006 Cohort	2007 Cohort	2008 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
2007				\$287		
2008	\$272			190	\$191	
2009	181	\$181			168	\$560
2010		160	\$532			
2011			504			

**Assessment of progress:** The program has established a baseline for the 2006, 2007, and 2008 cohorts. The 2006 and 2007 cohorts showed an improvement in their second year of reporting, decreasing the cost per successful outcome by more than 10 percent in each cohort.

## SUPPORTING STUDENT SUCCESS

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### Foundations for learning

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 14, Section 5542)

FY 2011 Authorization (\$000s): 0<sup>1</sup>

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$1,000	0	-\$1,000

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<sup>1</sup> The GEPA extension expired September 30, 2008. The program is authorized in FY 2010 through appropriations language. The program is proposed for consolidation in FY 2011 under new legislation.

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### PROGRAM DESCRIPTION

The Foundations for Learning program authorizes grants to local educational agencies, local councils, community-based organizations, and other public or nonprofit entities to enhance young children's development so that they are ready to begin school.

Funds may be used to provide services to children and their families that foster children's emotional, behavioral, and social development, and to facilitate access to and coordination with mental health, welfare, and other social services for children and their families. In addition, funds may be used to develop or enhance early childhood community partnerships that provide individualized supports for eligible children and their families.

To be eligible for services, a child must be under 7 years of age and must have experienced two or more of the following: (1) abuse, maltreatment, or neglect; (2) exposure to violence; (3) homelessness; (4) removal from child care, Head Start, or preschool for behavioral reasons or at risk of being so removed; (5) exposure to parental depression or other mental illness; (6) family income that is below 200 percent of the poverty line; (7) exposure to parental substance abuse; (8) low birth weight; or (9) cognitive deficit or developmental disability.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2006 .....	\$982
2007 .....	982
2008 .....	929
2009 .....	1,000
2010 .....	1,000

## SUPPORTING STUDENT SUCCESS

### Foundations for learning

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#### **FY 2011 BUDGET REQUEST**

The Administration is not seeking separate funding for the Foundations for Learning program for fiscal year 2011. In place of this program and several other, sometimes narrowly targeted programs, the Administration proposes to create a broader program, Successful, Safe, and Healthy Students, that would increase the capacity of States, districts, and their partners to provide the resources and supports necessary for successful, safe, and healthy students, including programs designed to ensure that students are safe, mentally and physically healthy, and ready to learn.

The new Successful, Safe, and Healthy Students program would replace current ESEA programs that support drug and violence prevention, physical education, and mental health and school counseling. Under this program, State educational agencies as well as Title I-eligible local educational agencies and their partners, would be eligible to apply for competitive grants to develop and implement programs that improve school climate; reduce or prevent drug use, violence or harassment; and promote and support the physical and mental well-being of students. Further, these grants would provide increased flexibility for States and districts to meet the educational needs of their students and improve students' health and well-being.

While, the Administration strongly supports the objective of providing high-quality early learning that fosters children's learning and healthy development. The activities carried out under Foundations for Learning overlap with those of other programs that support early learning for which funds are requested for in 2011, such as the Special Education Preschool Grants, Special Education Grants for Infants and Families. In addition, the Administration supports the Early Learning Challenge Fund (ELCF), included in legislation (H.R. 3221) that has passed the House of Representatives and is pending in the Senate. The ELCF would provide grants to support State efforts to increase the number of children from low-income families in high-quality care by creating statewide standards and monitoring systems, enhancing the early childhood workforce through training and professional development, and providing more information to parents and the public.

#### **PROGRAM OUTPUT MEASURES (\$000s)**

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Grant award funds (new)	\$990	\$1,000	0
Peer review of new award applications	\$10	0	0
Number of new awards	4	3	0
Number of supplemental awards	0	1	0
Average new award	\$248	\$248	0

## SUPPORTING STUDENT SUCCESS

### Foundations for learning

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#### **PROGRAM PERFORMANCE INFORMATION**

##### **Performance Measures**

The Department established the following two performance measures for the Foundations for Learning program: (1) the percentage of eligible children served by the grant attaining measurable gains in emotional, behavioral, and social development; and (2) the percentage of eligible children and their families served by the grant receiving individualized support from child-serving agencies or organizations. The final performance data for the 2005 cohort show that approximately 66 percent of children served by the grants attained measurable gains in emotional, behavioral, and social development, and approximately 77 percent of children and their families served by the grants received individualized support from child-serving agencies or organizations. These data should be viewed with caution because only three of four grantees reported data for the first measure and only two grantees for the second measure. The Department expects additional performance data to be available in early 2010.

## SUPPORTING STUDENT SUCCESS

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### Mental health integration in schools

(Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 14, Section 5541)

FY 2011 Authorization (\$000s): 0<sup>1</sup>

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$5,913	0	-\$5,913

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<sup>1</sup> The GEPA extension expired September 30, 2008. The program is authorized in FY 2010 through appropriations language. The program is proposed for consolidation in FY 2011 under new legislation.

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### PROGRAM DESCRIPTION

The Mental Health Integration in Schools program provides competitive grants to, or contracts with, State educational agencies (SEAs), local educational agencies (LEAs), or Indian tribes to increase student access to mental health services by supporting programs that link school systems with the local mental health system.

Specifically, an SEA, LEA or Indian tribe may use funds under this program to deliver prevention, diagnosis, and treatment services to students through collaborative efforts between school-based systems and mental health service systems; enhance the availability of crisis intervention services and referrals for students potentially in need of mental health services; provide related training for school personnel and mental health professionals; provide technical assistance and consultation to school systems, mental health agencies, and families; and evaluate their projects supported with these funds.

Funding levels for the past 5 years were:

	(\$000s)
2006 .....	\$4,910
2007 .....	4,910
2008 .....	4,913
2009 .....	5,913
2010 .....	5,913

### FY 2011 BUDGET REQUEST

The Administration is not seeking separate funding for the Mental Health Integration in Schools program for fiscal year 2011. In place of this program and several other, sometimes narrowly targeted programs, the Administration proposes to create a broader program, Successful, Safe, and Healthy Students, that would increase the capacity of States, districts, and schools to create safe, healthy, and drug-free environments so that students are ready to learn and equipped to succeed.

## SUPPORTING STUDENT SUCCESS

### Mental health integration in schools

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The Successful, Safe, and Healthy Students program would replace current ESEA programs that support drug and violence prevention, physical education, and mental health and school counseling. Under this new program, State educational agencies as well as Title I-eligible local educational agencies and their partners, would be eligible to apply for competitive grants to develop and implement programs that improve school climate; reduce or prevent drug use, violence or harassment; and promote and support the physical and mental well-being of students. Further, these grants would provide increased flexibility for States and districts to meet the educational needs of their students and improve student outcomes.

The Administration remains committed to promoting efforts to address student mental health issues. The need for such efforts is clear. Research shows that an estimated 15 million (or 21 percent) of American children and adolescents between the ages of 9 and 17 years experience symptoms of a diagnosable mental health or addictive disorder that impairs their everyday functioning, including their ability to learn and perform academically. The Department of Health and Human Services estimates that approximately one in five children has a diagnosable mental or emotional disorder and that on average only 25 percent of children in need of mental health care receive treatment. The most prevalent mental health problems seen in children and adolescents include attention-deficit/hyperactivity disorder (ADHD), anxiety disorders, and conduct and disruptive disorders, as well as depression and other mood disorders that can increase a child's risk for academic and social problems and may eventually result in suicide. Further, if left untreated, mental health problems can persist into adulthood and can affect the development of relationships, family dynamics, educational outcomes, and employment opportunities.

The Administration believes that comprehensive efforts linking schools with local mental health systems and providing crisis intervention and consultation services are vital for improving the prevention, diagnosis, and treatment of children and adolescents with mental health problems. Title I-eligible LEAs, and their partners, that are interested in establishing or expanding systems to increase student access to high-quality mental health services would be eligible to apply for funding under the new Successful, Safe, and Healthy Students program.

### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Grant award funds (new)	\$5,893	\$5,893	0
Peer review of new award applications	\$20	\$20	0
Number of new awards	17	16-18	0
Average award	\$347	\$347	0

## SUPPORTING STUDENT SUCCESS

### Mental health integration in schools

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#### **PROGRAM PERFORMANCE INFORMATION**

##### **Performance Measures**

The Department established the following performance measures for assessing the effectiveness of the Mental Health Integration in Schools program: (1) the percentage of schools served by the grant that have in place comprehensive “linkage protocols” (describing, in detail, the roles and responsibilities of the various partners collaborating on the project); and (2) the percentage of school personnel served by the grant who are trained to make appropriate referrals to mental health services. The final performance data for the 2006 cohort show that approximately 89 percent of schools served by the grants had in place comprehensive “linkage protocols” at the end of the grants and approximately 79 percent of school personnel served by the grants had been trained to make appropriate referrals to mental health services.

## SUPPORTING STUDENT SUCCESS

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### Alcohol abuse reduction

(Elementary and Secondary Education Act of 1965, Title IV, Part A, Subpart 2, Section 4129)

FY 2011 Authorization (\$000s): 0<sup>1</sup>

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$32,712	0	-\$32,712

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<sup>1</sup> The GEPA extension expired September 30, 2008. The program is authorized in FY 2010 through appropriations language. The program is proposed for consolidation in FY 2011 under new legislation.

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### PROGRAM DESCRIPTION

Under the Alcohol Abuse Reduction program, the Department, in consultation with the Substance Abuse and Mental Health Services Administration (SAMHSA) in the Department of Health and Human Services, awards competitive grants to local educational agencies (LEAs) to develop and implement innovative and effective programs to reduce alcohol abuse in secondary schools. The Department may reserve up to 20 percent of the appropriation to enable SAMHSA to provide alcohol abuse resources and start-up assistance to the LEAs receiving these grants. The Department may also reserve up to 25 percent of the funds to award program grants to low-income and rural LEAs. As a condition of funding, all grantees are required to implement one or more strategies for reducing under-age alcohol abuse that SAMHSA has determined are effective.

Funding levels for the past 5 fiscal years were:

	(\$000s)
2006 .....	\$32,409
2007 .....	32,409
2008 .....	32,423
2009 .....	33,348
2010 .....	32,712

### FY 2011 BUDGET REQUEST

The Administration is not seeking separate funding for the Alcohol Abuse Reduction program for fiscal year 2011. In place of it and other narrowly targeted programs that address students' safety, health, and drug-prevention, the Administration proposes to create a broader Successful, Safe, and Healthy Students program that would increase the capacity of States, districts, and their partners to provide the resources and supports necessary for safe, healthy and successful students. This new program would replace current ESEA programs that support drug and

## SUPPORTING STUDENT SUCCEESS

### Alcohol abuse reduction

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violence prevention, alcohol abuse reduction, physical education, and mental health and school counseling.

The Administration's proposal recognizes the continuing need for efforts to reduce under-age alcohol abuse. According to the *Surgeon General's Call to Action to Prevent and Reduce Underage Drinking (2007)*,

Alcohol is the most widely used substance of abuse among America's youth. A higher percentage of young people between the ages of 12 and 20 use alcohol than use tobacco or illicit drugs. The physical consequences of underage alcohol use range from medical problems to death by alcohol poisoning, and alcohol plays a significant role in risky sexual behavior, physical and sexual assaults, various types of injuries, and suicide. Underage drinking also creates secondhand effects for others, drinkers and nondrinkers alike, including car crashes from drunk driving, that put every child at risk.

Indeed, under-age drinking has serious social costs and often tragic personal consequences. The Administration's reauthorization proposal would continue the Federal focus on the problem of under-age drinking, but in a more comprehensive and flexible manner than can be attempted through the current portfolio of programs. The overall result is that the new program will promote school safety, a positive school environment, and school and community connectedness, and thereby foster students' well-being and improved academic performance.

The fiscal year 2011 budget request for the Successful, Safe, and Healthy Students program would include funds to pay continuation costs for Alcohol Abuse Reduction grants made in previous years.

### PROGRAM OUTPUT MEASURES (\$000s)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Grant award funding (new)	\$2,904	\$3,311	0
Grant award funding (continuations)	30,292	27,651	0
Supplemental award to prior-year grantee	152		
Substance Abuse and Mental Health Services Administration (SAMHSA)	0	1,700	0
Peer review of new award applications	<u>0</u>	<u>50</u>	<u>0</u>
Total budget authority	33,348	32,712	0

## SUPPORTING STUDENT SUCCESS

### Alcohol abuse reduction

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#### **PROGRAM OUTPUT MEASURES (\$000s)**

(Continued)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
Number of new awards	10	9	0
Number of continuation awards	94	85	0
Average award	\$321	\$329	0

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NOTE: FY 2011 continuation costs of approximately \$8,243 thousand would be provided from the appropriation for the Successful, Safe, and Healthy Students program.

#### **PROGRAM PERFORMANCE INFORMATION**

##### **Performance Measures**

This section presents selected program performance information, including, for example, GPRA 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 resources provided in previous years and those requested in fiscal year 2011 and future years, and the resources and efforts invested by those served by this program.

**Goal: To help reduce alcohol abuse among secondary school students.**

**Objective:** *Support the implementation of research-based alcohol abuse prevention programs in secondary schools.*

<b>Measure:</b> The percentage of Alcohol Abuse Reduction grantees whose target students show a measurable decrease in binge drinking.										
Year	Targets					Actual				
	2004	2005	2007	2008	2009	2004	2005	2007	2008	2009
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort
<b>2006</b>						50				
<b>2007</b>	70						65			
<b>2008</b>		75						61.5		
<b>2009</b>			76.9	61.5				47	50.7	
<b>2010</b>			49.4	53.2						
<b>2011</b>				55.9						

## SUPPORTING STUDENT SUCCESS

### Alcohol abuse reduction

<b>Measure:</b> The percentage of Alcohol Abuse Reduction program grantees that show a measurable increase in the percentage of target students who believe that binge drinking is harmful to their health.										
<b>Year</b>	<b>Targets</b>					<b>Actual</b>				
	2004	2005	2007	2008	2009	2004	2005	2007	2008	2009
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort
<b>2006</b>						56				
<b>2007</b>	76						70			
<b>2008</b>		80						69.2		
<b>2009</b>			86.5	69.2				76.5	58.6	
<b>2010</b>			80.3	61.5						
<b>2011</b>				64.6						

<b>Measure:</b> The percentage of Alcohol Abuse Reduction program grantees that show a measurable increase in the percentage of target students who disapprove of alcohol abuse										
<b>Year</b>	<b>Targets</b>					<b>Actual</b>				
	2004	2005	2007	2008	2009	2004	2005	2007	2008	2009
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort
<b>2006</b>						66.7				
<b>2007</b>	87						71			
<b>2008</b>		87						69.2		
<b>2009</b>			86.5	69.2				47	49.3	
<b>2010</b>			49.4	51.8						
<b>2011</b>				54.4						

NOTE: Due to space constraints the Alcohol Abuse Reduction performance measures tables do not display columns for the 2010 cohort of grants. The Department will establish targets for the 2009 and 2010 cohorts after receipt of baseline data from grantees.

**Assessment of progress:** None of the targets was met for the above measures for which data are available.

## SUPPORTING STUDENT SUCCESS

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### 21<sup>st</sup> Century community learning centers

(Elementary and Secondary Education Act of 1965, Title IV, Part B)

FY 2011 Authorization (\$000s): 0<sup>1</sup>

Budget Authority (\$000s):

<u>2010</u>	<u>2011</u>	<u>Change</u>
\$1,166,166	\$1,166,166	0

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<sup>1</sup> The GEPA extension expired September 30, 2008. The program is authorized in FY 2010 through appropriations language. Reauthorizing language is sought for FY 2011.

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### **PROGRAM DESCRIPTION**

The 21st Century Community Learning Centers (21st CCLC) program enables communities to establish or expand centers that provide extended student learning opportunities, such as before- and after-school programs, and provide related services to their families. Centers must target their services primarily to students who attend schools eligible to operate a schoolwide program under Title I of the Elementary and Secondary Education Act (ESEA) (which are schools with at least a 40 percent child poverty rate) or other schools that serve a high percentage of students from low-income families. In addition to extended learning opportunities designed to help students meet State and local student academic achievement standards, program funds may be used to provide art and music education activities, recreational activities, telecommunications and technology education programs, expanded library service hours, parental involvement and family literacy programs, and drug and violence prevention activities that reinforce and complement the regular school day program of participating students. Additionally, programs may offer parental involvement and family literacy services.

Program funds are allocated by formula to States. Of the total appropriation, the Department reserves: (1) up to 1 percent to carry out national activities; and (2) up to 1 percent for grants to the Department of the Interior/Bureau of Indian Education and to the Outlying Areas. The Department allocates the remaining funds to States in proportion to each State's share of funds in the previous fiscal year under Part A of ESEA Title I. However, no State may receive less than one-half of 1 percent of the total amount available for States.

Each State educational agency (SEA) must award at least 95 percent of its allocation competitively to local educational agencies (LEAs), community-based organizations, faith-based organizations, or other public or private entities that can demonstrate experience, or the promise of success, in providing educational and related activities. In making awards, States give priority to applications that: (1) propose to target services to students who attend schools identified as in need of improvement under Title I; and (2) are submitted jointly by at least one LEA that receives funds under Part A of Title I and at least one community-based organization or other public or private entity. States must make awards of at least \$50,000 per year and for a period of 3 to 5 years.

## SUPPORTING STUDENT SUCCESS

### 21<sup>st</sup> Century community learning centers

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An SEA may reserve up to 2 percent of its allocation for administrative expenses, including the costs of conducting its grants competition. In addition, an SEA may reserve up to 3 percent of its allocation for: (1) monitoring of programs; (2) providing technical assistance and training; and (3) evaluating the effectiveness of the program.

This program is forward funded. Funds become available for obligation on July 1 of the fiscal year in which they are appropriated and remain available for 15 months through September 30 of the following year.

Funding levels for the past 5 fiscal years were as follows:

	(\$000s)
2006 .....	\$981,166
2007 .....	981,166
2008 .....	1,081,166
2009 .....	1,131,166
2010 .....	1,166,166

### FY 2011 BUDGET REQUEST

For fiscal year 2011, the Administration requests \$1.17 billion for the 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program, the same level as the 2010 appropriation. The 21<sup>st</sup> CCLC program is authorized by the ESEA and is, therefore, subject to reauthorization. The budget request assumes that the program will be implemented in fiscal year 2011 under reauthorized legislation, and the request is based on the Administration's reauthorization proposal.

The Administration's reauthorization proposal would focus the 21<sup>st</sup> CCLC program on providing students with additional time to engage in activities that directly improve their knowledge of core academic subjects and improve their academic achievement, additional time for enrichment activities and opportunities to experience a richer, fuller curriculum, and access to comprehensive supports that promote academic achievement as well as mental and physical health, and providing families and caregivers opportunities for active and meaningful engagement in their children's education. In addition, the redesigned program would support efforts to implement full-service community schools that coordinate and provide access to comprehensive services that address the developmental, physical, and mental health needs of students, their families, and, as appropriate, their communities at the school site.

The Administration believes that the reauthorized 21<sup>st</sup> CCLC program would increase the likelihood for positive student outcomes. Research suggests that programs that significantly increase the total number of hours in a regular school schedule can lead to gains in student academic achievement.<sup>1</sup> Moreover, an emerging field of non-experimental research suggests that particularly high-quality after-school programs may have a positive impact on desirable

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<sup>1</sup>For example, see Frazier, Julie A.; Morrison, Frederick J. "The Influence of Extended-year Schooling on Growth of Achievement and Perceived Competence in Early Elementary School." *Child Development*. Vol. 69 (2), April 1998, pp.495-517. Note that this study evaluated the impact of lengthening the school year.

## SUPPORTING STUDENT SUCCESS

### 21<sup>st</sup> Century community learning centers

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student outcomes, such as higher attendance during the regular school day and increased student academic achievement.<sup>1</sup> Regular participation in high-quality, enriching programs appears to be one factor that has an impact on student outcomes. Data from the current 21<sup>st</sup> CCLC program demonstrates that student participation rates may be a program quality concern; in 2009, States reported that approximately 54 percent of the total number of students served (about 760,000 of 1.4 million) attended programs for 30 days or more over the course of a year.

The Administration believes that program quality would be improved by transforming the program from a formula to a competitive grant program. Within this framework, the administration believes that a new emphasis on increasing the number of instructional hours, together with support for increased attendance in high-quality before- and after-school programs and full-service community schools, will lead to improved results for students, including improved academic outcomes. Among other changes, the reauthorized statute would specify that activities funded under the program should promote a range of improved academic outcomes, and that the academic content in 21st CCLC programs should be targeted to students' academic needs, for students who are behind as well as for students who are already meeting State academic achievement standards. Safeguards will be put in place to ensure that geographic location does not dictate results. In particular, programs will be structured to ensure that rural communities have a fair chance to successfully compete.

At the request level, the Department would reserve a portion of the funds for national activities. These activities would focus on the identification and promotion of effective efforts to increase learning time, provide comprehensive services, and increase community and parental involvement. In addition, fiscal year 2011 funds would be used to pay the continuation costs of Full-Service-Community-Schools grants made (under the Fund for the Improvement of Education) in prior fiscal years.

### **PROGRAM OUTPUT MEASURES (\$000s)**

	<u>2009</u>	<u>2010</u>	<u>2011</u>
<u>Formula grant program</u>			
Amount distributed to States	\$1,108,542	\$1,142,842	0
Average State award	\$21,318	\$21,978	0
Range of State awards	\$5,543-130,890	\$5,714-127,444	0
Reservation for State activities and administration (maximum)	\$55,427	\$57,142	0
National activities and evaluation	\$11,312	\$11,662	0

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<sup>1</sup>For example, see Reisner, Elizabeth R.; White, Richard N.; Russell, Christina A.; Birmingham, Jennifer. 2004. *Building Quality, Scale, and Effectiveness in After-School Programs: Summary Report of the TASC Evaluation*.

## SUPPORTING STUDENT SUCCESS

### 21<sup>st</sup> Century community learning centers

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#### **PROGRAM OUTPUT MEASURES (\$000s)** (Continued)

	<u>2009</u>	<u>2010</u>	<u>2011</u>
<u>Formula grant program</u> (continued)			
Amount for Bureau of Indian Education and the Outlying Areas	\$11,312	\$11,662	0
<u>Competitive grant program</u>			
Amount distributed to States and eligible local entities	0	0	\$1,129,842
Amount for Bureau of Indian Education	0	0	\$11,662
National activities	0	0	\$11,662
Peer review of new award applications	0	0	\$3,000
Continuation costs for the Full-Service Community Schools program	0	0	\$10,000
Number of centers supported	9,470	9,770	9,770 <sup>1</sup>
Total students served	1,481,870	1,527,720	1,527,720 <sup>1</sup>
Students attending 30 days or more	793,160	817,700	817,700 <sup>1</sup>
Total adult family members served	233,490	240,710	240,710 <sup>1</sup>

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<sup>1</sup> For FY 2011, the estimated number of students served and the number of those students who attend programs for 30 days or more may be higher or lower due to the implementation of programs that would extend the regular school day for all students in participating schools.

#### **PROGRAM PERFORMANCE INFORMATION**

##### **Performance Measures**

This section presents selected program performance information, including, for example, GPRA 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 resources provided in previous years and those requested in FY 2011 and future years, and the resources and efforts invested by those served by this program.

## SUPPORTING STUDENT SUCCESS

### 21<sup>st</sup> Century community learning centers

**Goal:** To establish community learning centers that help students in high-poverty, low-performing schools meet academic achievement standards that offer a broad array of additional services designed to complement the regular academic program and that offer families of students opportunities for educational development.

**Objective:** Participants in 21<sup>st</sup> Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.

<b>Measure:</b> The percentage of regular program participants whose mathematics grades improve from fall to spring.						
Year	Target			Actual		
	Elementary Math	Middle or High School Math	Total Math	Elementary Math	Middle or High School Math	Total Math
2006	46.0	46.0	46.0	42.45	42.65	42.18
2007	47.0	47.0	47.0	41.76	39.18	41.35
2008	47.5	47.5	47.5	38.66	37.97	40.30
2009	48.0	48.0	48.0			
2010	48.5	48.5	48.5			
2011	48.5	48.5	48.5			

<b>Measure:</b> The percentage of regular program participants whose English grades improve from fall to spring.						
Year	Target			Actual		
	Elementary English	Middle or High School English	Total English	Elementary English	Middle or High School English	Total English
2006	46.0	46.0	46.0	42.48	41.07	42.52
2007	47.0	47.0	47.0	44.18	40.27	43.19
2008	47.5	47.5	47.5	40.54	39.24	41.81
2009	48.0	48.0	48.0			
2010	48.5	48.5	48.5			
2011	48.5	48.5	48.5			

**Assessment of progress:** A regular participant is defined as a student who attends the program for 30 days or more during the course of the school year. To report data by grade span for this measure, the data system sorts program performance data by analyzing participant demographic information at the center level (as opposed to the individual student level). For this reason, programs that serve youth of all ages are not included in the columns disaggregated by participant age. The methodology used to report for this measure, therefore, partially explains why the 2006 and 2008 figures for “Total English” are higher than those figures disaggregated by grade level. According to data States submitted to the Department, performance in both subjects decreased in 2008, and the program did not meet the targets for both groups and for participants as a whole.

## SUPPORTING STUDENT SUCCESS

### 21<sup>st</sup> Century community learning centers

<b>Measure:</b> The percentage of regular program participants who improve from not proficient to proficient or above on State assessments.				
Year	Target		Actual	
	Elementary Reading	Middle or High School Math	Elementary Reading	Middle or High School Math
2006			20.63	12.95
2007	24.0	14.0	22.42	17.17
2008	24.0	16.0	22.78	15.92
2009	26.0	16.0		
2010	35.0	20.0		
2011	40.0	25.0		

**Assessment of progress:** The Department calculates data for this measure by dividing the number of regular participants who scored proficient or better in spring of the reporting year (but were not proficient in the previous year) by the total number of current-year regular participants who scored below proficient the previous spring. For a regular participant to be included in the data for this measure, the center has to have data on the student's prior-year and current-year State assessment results. In 2008, 22.78 percent of regular elementary school-aged participants improved from not proficient to proficient or above on State assessments in reading, while 15.92 percent of regular participants who were in middle or high school improved from not proficient to proficient or above on State assessments in math. These data represent 37,723 regular elementary school-aged attendees, and 39,163 middle- and high-school-aged attendees. Targets for 2007 through 2010 were set based on actual performance in 2006. The program made slight progress but did not meet the 2008 target of 24 percent for elementary school reading. Performance decreased for middle or high school math, though the program did essentially meet the target of 16 percent.

<b>Measure:</b> The percentage of students with teacher-reported improvements in student behavior.						
Year	Target			Actual		
	Elementary	Middle or High School	Overall	Elementary	Middle or High School	Overall
2006	67	67	67	68.12	66.98	67.94
2007	75	75	75	68.16	68.80	70.72
2008	75	75	75	70.40	68.53	72.46
2009	75	75	75			
2010	75	75	75			
2011	75	75	75			

**Assessment of progress:** According to data that grantees submitted to the 21<sup>st</sup> CCLC Profile and Performance Information Collection System (PPICS), the program made progress for elementary school students and students in the "Overall" category, but performance decreased slightly for middle or high school students. For all three categories of students for this measure, the program did not meet the 2008 targets. As with the measures for reading and math grades and proficiency, to report data by grade span for this measure the data system sorts program performance data by analyzing participant demographic information at the center level (as opposed to the individual student level). For this reason, programs that serve youth of all ages

## SUPPORTING STUDENT SUCCESS

### 21<sup>st</sup> Century community learning centers

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are not included in the columns disaggregated by grade level. The methodology used to report for this measure, therefore, partially explains why the 2007 and 2008 figures for “Overall” are higher than those figures disaggregated by grade level.

#### Efficiency Measures

In 2007, the Department developed 3 operational efficiency measures for the 21<sup>st</sup> CCLC program.

<b>Measure:</b> The percentage of SEAs that submit complete data on 21st Century Community Centers program performance measures by the deadline.		
Year	Target	Actual
<b>2008</b>		80
<b>2009</b>	80	80
<b>2010</b>	85	
<b>2011</b>	90	

**Assessment of progress:** During the 2009 reporting period, numerous States experienced technical problems uploading data from State-level systems into PPICS. The Department believes that, in the absence of these technical issues, 85 percent of States would have met the requirements well in advance of the deadline. The Department is working with the PPICS contractor to prevent the technical problems from recurring in the future.

<b>Measure:</b> The average number of days it takes the Department to submit a final monitoring report to an SEA after the conclusion of a site visit.		
Year	Target	Actual
<b>2008</b>		55
<b>2009</b>	45	60
<b>2010</b>	40	
<b>2011</b>	35	

**Assessment of progress:** The Department did not meet the 2009 target of 45 days. The Department expects that a contract awarded in 2009 will improve the efficiency of the monitoring process.

<b>Measure:</b> The average number of weeks a State takes to resolve compliance findings in a monitoring visit report.		
Year	Target	Actual
<b>2009</b>		5
<b>2010</b>	4	
<b>2011</b>	4	

**Assessment of progress:** This measure tracks States’ timeliness in responding to the Department’s fiscal management monitoring findings that require States to take corrective action within 30 days. Examples of such fiscal management findings include: drawing down funds in a manner that is not consistent with State and Federal policies; awarding funds for

## SUPPORTING STUDENT SUCCESS

### 21<sup>st</sup> Century community learning centers

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periods other than between 3 and 5 years (as required by the statute); and improperly limiting entities eligible for subgrants. The Department established a baseline of 5 weeks for this measure in 2009, and has set a target of 4 weeks for 2010 and 2011.

#### Other Performance Information

In 2003, the Department's Institute of Education Sciences began a rigorous study that developed and tested the effectiveness of two after-school interventions (one each in math and reading) that were adapted from materials from existing school-day curricula that are based on sound theory or that have scientific evidence of effectiveness. The final report for this study, *The Evaluation of Enhanced Academic Instruction in After-School Programs*, was released in September 2009. The evaluation found a statistically significant difference in student achievement between students in the math after-school program and those in the regular after-school activities after 1 year of enhanced instruction and no additional achievement benefit beyond the 1-year impact after 2 years of the program. In study sites implementing the reading program, there was no statistically significant difference in reading achievement between students in the reading after-school program and those in the regular after-school activities after one year of the program; after two years of the program, there was a statistically significant negative impact on reading achievement. It is important to note that the sample of centers is not nationally representative and that findings from this study cannot, therefore, be generalized to the 21st CCLC program.

In addition, the Department's Policy and Program Studies Service is analyzing data from a nationally representative sample of 21<sup>st</sup> CCLC programs to evaluate State and local program implementation. This study focuses on how, and to what extent, funds support high-quality programs that emphasize academic content. The study also examines staffing patterns and other features of after-school program implementation that may have an impact on the quality of the programming offered. The report from this evaluation is expected to be released in spring 2010.