

Department of Education
SUPPORTING STUDENT SUCCESS
Fiscal Year 2014 Budget Request

CONTENTS

	<u>Page</u>
Appropriations Language	F-1
Appropriation Adjustments and Transfers	F-2
Summary of Changes	F-3
Authorizing Legislation	F-5
Appropriations History	F-7
Significant Items in FY 2013 Appropriations Reports.....	F-8
Summary of request.....	F-9
Activities:	
Promise neighborhoods	F-12
Successful, safe, and healthy students	F-18
Safe and drug-free schools and communities national activities.....	F-26
Elementary and secondary school counseling.....	F-37
Physical education program	F-41
21 st Century community learning centers	F-47
State table*	

*State tables reflecting final 2013 allocations and 2014 estimates will be posted on the Department's Web page at:
<http://www2.ed.gov/about/overview/budget/statetables/index.html#update>

SUPPORTING STUDENT SUCCESS

NOTE

No appropriations language is included for this account. All programs are authorized under the Elementary and Secondary Education Act; when new authorizing legislation for the Elementary and Secondary Education Act is enacted, a budget request for these programs will be proposed.

SUPPORTING STUDENT SUCCESS

Appropriation Adjustments and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2012	2013	2014
Discretionary authority:			
Appropriation	\$256,237	\$255,753	\$1,831,673
Across-the-board reduction (P.L.112-74)	-484	0	0
Across-the-board increase (P.L.112-175)	<u>0</u>	<u>1,565</u>	<u>0</u>
Total, adjusted discretionary appropriation.....	255,753	257,318	1,831,673
Comparative transfer from			
<u>Education Improvement Programs</u> for:			
21st Century community learning centers	<u>1,151,673</u>	<u>1,151,673</u>	<u>0</u>
Total, comparable budget authority.....	1,407,426	1,407,426	1,831,673

Note: Amounts for transferred programs exclude the 0.612 percent across-the-board increase provided by P.L. 112-175. The comparable total 0.612 percent across-the-board increase for the account is \$8,613 thousand.

SUPPORTING STUDENT SUCCESS

Summary of Changes (dollars in thousands)

2012.....	\$1,407,426	
2014.....	<u>1,831,673</u>	
Net change		+424,247

Increases:	<u>2012 base</u>	<u>Change from base</u>
<u>Program:</u>		
<p>Increase for Promise Neighborhoods to expand the program and support significant new investments in grants to community-based organizations for the development or implementation of plans to provide a continuum of services and supports to children and youth in our most distressed communities, from cradle to career, in order to significantly improve their developmental, educational, and life outcomes.</p>	\$59,887	+\$240,113
<p>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' safety and physical and mental health and well-being.</p>	0	+280,000
<p>Increase for 21st Century Community Learning Centers to enable States and local entities to provide the additional time, support, and enrichment activities needed to improve student achievement, including projects that support expanding learning time by significantly increasing the number of hours in a regular school schedule and by comprehensively redesigning the school schedule for all students in a school.</p>	1,151,673	+ <u>100,000</u>
Subtotal, increases		+620,113

SUPPORTING STUDENT SUCCESS

Summary of Changes (dollars in thousands)

Decreases:	<u>2012 base</u>	<u>Change from base</u>
<u>Program:</u>		
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.	\$64,877	-\$64,877
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.	52,296	-52,296
Elimination of funds for the Physical Education program because the Administration's reauthorization proposal would consolidate this program into the proposed Successful, Safe, and Healthy Students program.	78,693	<u>-78,693</u>
Subtotal, decreases		-195,866
Net change		+424,247

SUPPORTING STUDENT SUCCESS

Authorizing Legislation
(dollars in thousands)

Activity	2013 Authorized	2013 Estimate	2014 Authorized	2014 Request
Promise neighborhoods (<i>ESEA-V-D, Subpart 1</i>)	0 ¹	\$59,887	To be determined ¹	\$300,000
Successful, Safe, and Healthy Students (<i>proposed legislation</i>)	0	0	To be determined	280,000
Safe and drug-free schools and communities national activities (<i>ESEA IV-A, Subpart 2, Sections 4121 and 4122</i>)	0 ^{2,3}	64,877	0 ²	0
Elementary and secondary school counseling (<i>ESEA-V-D, Subpart 2</i>)	0 ²	52,296	0 ²	0
Physical education program (<i>ESEA-V-D, Subpart 10</i>)	0 ²	78,693	0 ²	0
21st century community learning centers (<i>ESEA-IV-B</i>)	0 ¹	1,151,673	To be determined ¹	1,251,673
<u>Unfunded authorizations</u>				
Safe and drug-free schools and communities State grants (<i>ESEA IV-A, Subpart 1</i>)	0 ⁴	0	Indefinite ⁴	0
Alcohol abuse reduction (<i>ESEA section 4129</i>)	0 ⁴	0	Indefinite ⁴	0
Mentoring program (<i>ESEA section 4130</i>)	0 ⁴	0	Indefinite ⁴	0
Character education (<i>ESEA V-D, Subpart 3</i>)	0 ⁴	0	0 ⁴	0
Grants directed at preventing and reducing alcohol abuse at institutions of higher education (<i>Section 2(e)(2) of P.L. 109-422</i>)	<u>0⁵</u>	<u>0</u>	<u>0⁵</u>	<u>0</u>
Total definite authorization	0		0	
Total appropriation		1,407,426		1,831,673
Portion of the request subject to reauthorization				1,831,673
Total appropriation including 0.612 percent ATB increase		1,416,039		

SUPPORTING STUDENT SUCCESS

Authorizing Legislation—continued

¹ The GEPA extension expired September 30, 2008. Reauthorizing legislation is sought for FY 2014.

² The GEPA extension expired September 30, 2008. The program is proposed for consolidation in FY 2014 under new legislation.

³ Funds appropriated for Safe and Drug-Free Schools and Communities National Programs in fiscal year 2013 may not be increased above the amount appropriated in fiscal year 2012 unless the amount appropriated for Safe and Drug-Free Schools and Communities State Grants in fiscal year 2013 is at least 10 percent greater than the amount appropriated in 2012.

⁴ The GEPA extension expired September 30, 2008. The Administration is not seeking reauthorizing legislation.

⁵ The GEPA extension expired September 30, 2011. The Administration is not seeking reauthorizing legislation.

SUPPORTING STUDENT SUCCESS

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2004 (2004 Advance for 2005)	\$756,200 (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 ¹	N/A ¹	729,518 8,594
2008	324,248	760,575	697,112	639,404
2009	281,963	714,481 ²	666,384 ²	690,370
2010	413,608	395,753	438,061 ³	393,053
2011	1,786,166	384,841 ⁴	426,053 ⁵	288,465
2012	1,781,132	65,000 ⁶	270,463 ⁶	255,753
2013	1,447,539	108,487 ⁷	259,589 ⁷	257,318 ⁸
2014	1,831,673			

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

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

³ The level for the Senate allowance reflects Committee action only.

⁴ The level for the House allowance reflects the House-passed full-year continuing resolution.

⁵ The level for the Senate allowance reflects Committee action only.

⁶ The level for the House allowance reflects an introduced bill; the level for the Senate allowance reflects Senate Committee action only.

⁷ The level for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.

⁸ The amount shown includes the 0.612 percent across-the-board increase provided by P.L. 112-175, in effect through March 27, 2013.

SUPPORTING STUDENT SUCCESS

Significant Items in FY 2013 Appropriations Reports

21st Century Community Learning Centers

Senate: Report 112-176. The Committee directs the Department to refrain from giving priority to, showing preference for, or providing direction about whether communities should use these funds for afterschool, before school, summer school, or expanded school day programs, unless specifically requested by State educational agencies (SEAs) or local educational agencies (LEAs).

Response: The Department agrees that State and local grantees have discretion in meeting program requirements and in using program funds to provide additional time, support, and enrichment activities needed to improve student achievement.

[Click here for accessible version](#)

(in thousands of dollars)

Account, Program and Activity	Category Code	2012 Appropriation	2013 Appropriation	2014 President's Budget	2014 President's Budget Compared to 2012 Appropriation	
					Amount	Percent
Supporting Student Success						
1. Promise Neighborhoods (ESEA V-D, subpart 1)	D	59,887	59,887	300,000	240,113	400.943%
2. Successful, safe, and healthy students:						
(a) Successful, safe, and healthy students (proposed legislation)	D	0	0	280,000	280,000	---
(b) Safe and drug-free schools and communities national activities (ESEA IV-A, Subpart 2, sections 4121 and 4122)	D	64,877	64,877	0	(64,877)	-100.000%
(c) Elementary and secondary school counseling (ESEA V-D, subpart 2)	D	52,296	52,296	0	(52,296)	-100.000%
(d) Physical education program (ESEA V-D, subpart 10)	D	78,693	78,693	0	(78,693)	-100.000%
Subtotal		195,866	195,866	280,000	84,134	42.955%
3. 21st century community learning centers (ESEA IV-B)	D	1,151,673	1,151,673	1,251,673	100,000	8.683%
Total	D	1,407,426	1,407,426	1,831,673	424,247	30.143%
<i>Across-the-board 0.612% increase applied to discretionary appropriation, provided in P.L. 112-175.</i>			8,613			
Total		1,407,426	1,416,039	1,831,673	424,247	30.143%

NOTES: D = discretionary program, M = mandatory program; FY = fiscal year

- FY 2013 discretionary appropriation amounts are based on P.L. 112-175, the Continuing Appropriations Resolution, 2013, that provided appropriations through March 27, 2013. FY 2013 mandatory amounts are either specifically authorized levels, or are based on FY 2013 President's Budget Policy, updated for more recent estimates of mandatory costs, or FY 2014 President's Budget Policy, as applicable.
- Programs authorized by the Elementary and Secondary Education Act for which funds are requested or that are proposed for consolidation in FY 2014 are proposed under new authorizing legislation.
- Multiple programs affected by the proposed ESEA reauthorization have been renamed and moved among accounts, some of which also have been renamed.
- Account totals and programs shown within accounts in FY 2012 and FY 2013 have been adjusted for comparability with the FY 2014 President's Budget.

Detail may not add to totals due to rounding.

SUPPORTING STUDENT SUCCESS

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 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 2014 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:

- \$300 million for the Promise Neighborhoods initiative, a \$240 million increase, to provide competitive 1-year planning grants and up to 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. This investment would also contribute to the Administration's Promise Zones, a key strategy in the new Ladders of Opportunity initiative, which is aimed at giving hard-working Americans in high-poverty communities a leg up into the middle class.
- \$280 million for a new Successful, Safe, and Healthy Students program that would support student achievement to high standards and help ensure that students are safe, and mentally and physically healthy and ready to learn, by strengthening efforts to: establish school conditions that support learning; reduce or prevent drug use, violence, bullying, and harassment, and improve 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. Within the \$280 million requested, \$112 million would be used to carry out several new school safety initiatives that are included in *Now Is The Time*, the President's plan to protect our children and our communities by reducing gun violence, including efforts to improve school emergency plans, create positive school climates, and counter the effects of pervasive violence on students.
- \$1.3 billion for 21st Century Community Learning Centers to support State and local efforts to implement in-school and out-of-school strategies for providing students (and, where appropriate, teachers and family members), particularly those in high-need schools, the additional time, support, and enrichment activities needed to improve student achievement. The Administration's reauthorization proposal would continue to

SUPPORTING STUDENT SUCCESS

Summary of Request

allow funds to be used for before- and after-school programs, summer enrichment programs, and summer school programs, and would also permit States and eligible local entities to use funds to support expanded-learning-time programs as well as full-service community schools.

No funds are requested in the fiscal year 2014 budget for the Safe and Drug-Free Schools and Communities National Activities, Elementary and Secondary School Counseling, and Physical Education programs, because they would be subsumed under the proposed Successful, Safe, and Healthy Students program, which constitutes a major consolidation of these three existing programs, and would provide increased flexibility to States and districts in designing strategies that best address the needs of their students, schools, and communities.

SUPPORTING STUDENT SUCCESS

Promise neighborhoods

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

(dollars in thousands)

FY 2014 Authorization: To be determined ¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Change from 2012</u>
\$59,887	\$59,887 ²	\$300,000	+\$240,113

¹ The GEPA extension expired September 30, 2008. Reauthorizing legislation is sought for FY 2014.

² Excludes a 0.612 percent across-the-board increase provided in P.L. 112-175.

PROGRAM DESCRIPTION

Promise Neighborhoods provides competitive grants to support distressed communities in developing or implementing a feasible, sustainable plan for provision of a continuum of effective family and community services, strong family supports, and ambitious, comprehensive education reforms designed to improve the educational and life outcomes for children and youth, from birth through college. Beginning in fiscal year 2010, the Congress has funded Promise Neighborhoods under the broad authority of Title V, Part D of the Elementary and Secondary Education Act (Fund for the Improvement of Education).

The Promise Neighborhoods program is designed to improve significantly the educational and developmental outcomes of children and youth in our most distressed communities, and to transform those communities, by (1) increasing the capacity of organizations throughout an entire neighborhood that are focused on achieving results for children and youth; (2) building a continuum of academic programs and community supports with great schools at the center; (3) integrating programs so that solutions are implemented effectively and efficiently across agencies; (4) developing the local infrastructure of policies, practices, systems, and resources to sustain and “scale up” proven, effective solutions across the broader region, beyond the initial neighborhood; and (5) learning about the overall impact of the program and the relationship between particular strategies and student outcomes.

Program funds support 1-year planning grants that enable grantees to conduct activities to facilitate the development of a feasible plan for providing a continuum of services and supports appropriate to the needs of children and youth within the target neighborhood. Required activities for planning grantees include: (1) conducting a comprehensive assessment of the needs and assets of children and youth in the neighborhood to be served; (2) developing a plan to deliver a continuum of “solutions” for serving those children and youth; (3) establishing effective partnerships that will provide the solutions and will commit the resources needed to sustain and scale up what works; (4) planning, building, adapting, or expanding a longitudinal

SUPPORTING STUDENT SUCCESS

Promise neighborhoods

data system that will provide information that the grantee will use for learning, improvement, and accountability; and (5) participating in a “community of practice” with the other grantees.

Planning grantees and other eligible entities with a feasible, high-quality plan may apply for implementation grants. The Department awards 3-year implementation grants, with the possibility of extending those grants to 5 years if grantees reach their performance goals. To be successful, applicants must show the ability to work effectively with a variety of other organizations, such as nonprofit organizations, foundations, local agencies, and State agencies and, through those partnerships, to bring a variety of resources to the project, including matching funds. Required activities for implementation grantees include: (1) implementation of a continuum of solutions that addresses neighborhood challenges and that will improve results for children and youth in the neighborhood; (2) building and strengthening partnerships that will support the continuum of solutions and that will commit resources to sustain and scale up what works; (3) collecting data on indicators at least annually, and using and improving a longitudinal data system for learning, continuous improvement, and accountability; (4) demonstrating progress on goals for improving organizations’ internal systems, such as by making changes in policies and organizational structure and by leveraging resources to sustain and scale up what works; and (5) participating in a community of practice.

Eligible organizations for both types of grants are non-profit organizations, institutions of higher education, and Indian tribes that are representative of the geographic area proposed to be served; currently provide at least one of the proposed solutions in the proposed geographic area; and operate or propose to work with at least one public elementary or secondary school located within the proposed geographic area. The Department has given priority to applicants proposing to work in rural communities and to those proposing to work in tribal communities.

The Department reserves up to 5 percent of the Promise Neighborhoods appropriation for national leadership activities such as research, data collection and reporting, outreach, dissemination, technical assistance, and peer review.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2009.....	0
2010.....	\$10,000
2011.....	29,940
2012.....	59,887
2013.....	59,887 ¹

¹Excludes a 0.612 percent across-the-board increase provided in P.L. 112-175.

FY 2014 BUDGET REQUEST

The Administration requests \$300 million in fiscal year 2014 for Promise Neighborhoods, an increase of \$240.1 million over the fiscal year 2012 level. Fiscal year 2014 funds would support a significantly increased investment in new planning grants and implementation grants as well

SUPPORTING STUDENT SUCCESS

Promise neighborhoods

as in technical assistance and support for implementation grant continuation awards. The requested increase reflects the priority that the Administration continues to place on this key initiative; the program is a central part of the President's effort to create ladders of opportunity across the country. The 2014 request for Promise Neighborhoods would be implemented under the Administration's reauthorization proposal for the Elementary and Secondary Education Act (ESEA) of 1965, which would include a specific authorization for the program based closely on current program requirements.

Promise Neighborhoods supports the goal of all children and youth having access to the continuum of ambitious, rigorous, and comprehensive education reforms, effective community services, and strong systems of family and community support, with high-quality schools at the center of these community-based efforts. Research studies and data have shown that children in poverty are more likely than their more affluent peers to face mental and physical health challenges; to have poor nutrition and exercise habits; to move homes and change schools; to attend high-poverty, low-performing schools; and to live in neighborhoods where safety is a concern. These are factors known to lead to negative behaviors and, by themselves, provide additional challenges for children in attaining a high-quality education. Surmounting these challenges requires a more concentrated and comprehensive approach than Federal, State, and local programs have historically taken.

The Promise Neighborhoods program was modeled after 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 a 97-block zone in New York City. 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 found that the HCZ produced significant gains for the students in the zone, stating that the "HCZ is enormously successful at boosting achievement in math and ELA [English/Language Arts] in elementary school and math in middle school."¹ The HCZ reports that its students are also showing success in their college-acceptance and college-going rates, as well as in their ability to obtain financial aid in the form of full scholarships and grants.

The demand for Promise Neighborhood grants far exceeded the available funding in fiscal years 2010 through 2012, and the increased investment proposed for fiscal year 2014 would allow the Department to address some of this unmet need. In particular, the almost 40 communities that have received planning grants, but not implementation grants, represent a pool of potential high-quality candidates for implementation grants in fiscal year 2014. The Department will continue to maintain a high bar for grant awards, ensuring that applicants and their communities are able to demonstrate their capacity to plan and implement comprehensive high-quality education reforms and family and community supports for all children and youth in an identified geographic region, improve academic outcomes, and sustain their efforts and partnerships. The Department also believes that a larger Federal investment will help attract additional financial

¹ 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

support from non-Federal sources like philanthropies, private sources, and other governmental entities. Additionally, to promote interagency coordination and maximum benefits from existing Federal funding, the Department would reserve a portion of 2014 funds for joint planning grants with HUD to communities that intend to apply for both Promise Neighborhoods and HUD's Choice Neighborhoods implementation grants.

The Administration's reauthorization proposal would retain the 5 percent reservation for national leadership activities, which would allow the Department to continue direct assistance and coaching for grantees. Other activities would include work with grantees on collection strategies for required indicator data and work on a database that will house and record these performance data. The initial restricted-use data file of indicator and implementation data from grantees will be made available to researchers in spring 2014. The Department would also use Promise Neighborhoods national leadership activities funding to continue support for technical assistance for the Building Neighborhood Capacity Program (BNCP). The BNCP is part of the Administration's Neighborhood Revitalization Initiative (NRI) and may provide grantees and interested communities with an additional approach to technical assistance. The NRI—comprised of representatives from the Departments of Housing and Urban Development, Health and Human Services, Justice, Treasury, and Education—is executing the Administration's place-based strategy² for providing local communities with the tools they need to change neighborhoods of concentrated poverty into neighborhoods of opportunity.

The Department will convene an advisory panel in 2013 to explore the feasibility of beginning an impact evaluation, focusing on one or more components of the 2011 and 2012 implementation grantees' programs. Depending on the feasibility, fiscal year 2014 funds could provide support for this evaluation and an implementation study of the program.

The 2014 request also would expand the contribution of the Promise Neighborhoods program to President Obama's Promise Zones, which would re-vitalize many of America's highest-poverty communities by creating jobs, attracting private investment, increasing economic activity, expanding educational opportunity, and reducing violent crime. Promise Zones are a key strategy in the Administration's new Ladders of Opportunity initiative, which is aimed at giving millions of hard-working Americans in high-poverty communities a leg up into the middle class. Key rungs on the Ladders of Opportunity include raising the minimum wage, increasing access to high-quality preschool, promoting fatherhood and marriage, and redesigning America's high schools.

Communities would compete to earn a Promise Zone designation by identifying a set of positive outcomes for their proposed Zone and its residents, developing an evidence-based strategy and implementation plan, encouraging private investment, and realigning Federal, State, local, and Tribal resources to achieve those outcomes. The process would ensure rural and Native American representation among the designated Promise Zones. The Budget includes tax incentives to stimulate economic activity and create jobs within and around Promise Zones.

² See also Memorandum from the Office of Management and Budget (OMB), *Developing Place-Based Policies for the FY 2011 Budget*, August 11, 2009, available online at http://www.whitehouse.gov/sites/default/files/omb/assets/memoranda_fy2009/m09-28.pdf

SUPPORTING STUDENT SUCCESS

Promise neighborhoods

Agencies would also provide intensive technical assistance aimed at breaking down regulatory barriers, and using existing Federal funds in a more coordinated and effective way. In addition, applicants from Promise Zones would receive additional points for competitive Federal grants that would directly contribute to accomplishing the goals in the community's strategic plan. Promise Zones would align the work of multiple Federal programs in communities that have both substantial needs and a strong plan to address them.

Promise Zones would build on the lessons learned from existing place-based programs like Promise Neighborhoods, the Department of Housing and Urban Development's Choice Neighborhoods program, and the Department of Justice's Byrne Criminal Justice Innovation program. Other Federal agencies that will be aligning their work in support of local Promise Zone partners would include the Departments of Commerce, Health and Human Services, and Agriculture.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
<u>Planning Grants</u>			
Number of new awards	10	0	30
Funding for new awards	\$4,798	0	\$15,000
<u>Implementation Grants</u>			
Number of new awards	7	0	35
Funding for new awards	\$29,712	0	\$209,332
Number of continuing awards	5	12	12
Funding for continuing awards	\$22,433	\$57,609	\$61,001
<u>National Activities</u>			
Technical assistance	\$710	\$722	\$3,550
BNCP	\$455	\$500	\$2,000
Data and evaluation assistance	\$1,211	\$1,056	\$1,290
Evaluation	\$25	0	\$6,500
Peer review of new award applications	\$543	0	\$1,327

NOTE: 2013 excludes a 0.612 percent across-the-board increase provided in P.L. 112-175.

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. Four of the 21 fiscal year 2010 planning grantees, or 19 percent, received a score of 90 percent or more in the final review of the fiscal year 2011 implementation competition. Fiscal

SUPPORTING STUDENT SUCCESS

Promise neighborhoods

year 2011 planning grantees were more successful, with 7 of the 15 planning grantees, or 47 percent, receiving a score of 90 percent or more in the final review of the fiscal year 2012 implementation competition.

The Department has established the following performance measure for implementation grantees: the percentage of implementation grantees that attain or exceed the annual goals that they establish and that are approved by the Department for (a) project indicators; (b) improving systems; and (c) leveraging resources. Data from the first cohort of implementation grantees will be available in May 2013.

Through the data and evaluation assistance contract, the Department will provide assistance to grantees on data collection and reporting, as well as on the production of a restricted-use data file, to ensure consistency across grantees in how they collect and report data. Assistance will include refining and improving grantee performance measures, data collection strategies, data analyses, and meeting reporting requirements.

Other Performance Information

Consistent with the Administration's support for place-based strategies, the Department contributed fiscal year 2012 funds to an evaluation of the Strong Cities, Strong Communities Initiative (SC2). SC2 is a Federal interagency initiative³ that is designed to help lay the foundation for economic recovery and transformation in some of the Nation's most economically distressed cities. The evaluation will examine the impact of SC2 on the 6 pilot cities.

³ The following Federal agencies are participating in the SC2 Initiative: Housing and Urban Development, Commerce, Education, Labor, Transportation, Environmental Protection Agency, Agriculture, Justice, Health and Human Services, Small Business Administration, Treasury, Energy, Army Corps of Engineers, and the Corporation for National and Community Service.

SUPPORTING STUDENT SUCCESS

Successful, safe, and healthy students
(Proposed legislation)

(dollars in thousands)

FY 2014 Authorization: To be determined

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Change from 2012</u>
0	0	\$280,000	+\$280,000

PROGRAM DESCRIPTION

The Administration’s reauthorization proposal for the Elementary and Secondary Education Act (ESEA) would create a new Successful, Safe, and Healthy Students (SSHS) program that would award competitive grants to increase the capacity of State educational agencies (SEAs), high-need local educational agencies (LEAs), and their partners to develop and implement programs and activities that improve conditions for learning so that students are safe, healthy, and successful. Programs and activities supported by this program would include those that reduce or prevent drug use, alcohol use, bullying, harassment, or violence, including dating violence, and promote and support the safety and physical and mental well-being of students.

The new program would make competitive SSHS State and Local Grants to SEAs, high-need LEAs, and their partners for development and implementation of comprehensive strategies designed to improve conditions for learning and student outcomes for students in turnaround or high-poverty schools or schools with demonstrated needs. Research studies and data have shown that children in poverty are more likely than their more affluent peers to face mental health and physical health challenges; to have poor nutrition and exercise habits; to attend high-poverty, low-performing schools; and to live in neighborhoods where safety is a concern. The SSHS State and Local Grants program would help schools address poverty-related barriers and create a school culture where all students can succeed. Activities could include those aimed at preventing and reducing substance use, violence, harassment or bullying; promoting student mental, behavioral, and emotional health; strengthening family and student engagement in school; reducing expulsions and out-of-school suspensions; and implementing programs designed to improve students’ physical health and well-being, including their physical activity, nutrition, fitness, and safety.

Grantees would be required to develop, adapt, or adopt and implement a State- or district-wide school climate measurement system that would consist of incident data (such as data on suspensions and expulsions) and information on the conditions for learning collected through a comprehensive needs assessment (which may include surveys) of students, staff, and families. The school climate measurement system would be used to identify school and student needs and inform the implementation of activities that meet those needs. Additionally, this information

SUPPORTING STUDENT SUCCESS

Successful, safe, and healthy students

would be aggregated at the school-building level and reported to the public, including parents, in a timely and accessible manner.

States would be permitted to reserve a portion of their funds for State activities and would be required to subgrant the remainder of their grant funds to high-need LEAs and their partners. Priority for grants and subgrants would be provided to (1) grantees that would focus the use of funds on turnaround or high-poverty schools or on schools with the greatest needs as identified by the school climate measurement system, (2) partnerships between LEAs and other eligible entities, and (3) applicants proposing a comprehensive strategy to ensure that schools provide appropriate conditions for learning.

The Department would set aside up to 1 percent of SSHS funds for programs for Indian youth administered by the Department of the Interior and up to 1 percent for the Outlying Areas. The Secretary would be authorized to reserve funds for National Activities to carry out national leadership activities that support safe, healthy, and drug-free students, including research and development, dissemination and outreach, and technical assistance, as well as for activities to help ensure that college campuses are safe and healthy environments. Up to 1.5 percent of appropriations would be used for program evaluation.

The Department also would be authorized to fund continuation awards for grants and contracts made under the following antecedent programs: Safe and Drug-Free Schools and Communities National Programs; Elementary and Secondary School Counseling; and Physical Education.

FY 2014 BUDGET REQUEST

The Administration requests \$280 million in 2014 for the proposed Successful, Safe, and Healthy Students (SSHS) program. This request proposes to consolidate several existing, narrowly targeted programs into a broader, more flexible authority that would increase the capacity of States, high-need districts, and their partners to provide the resources and supports necessary to help students overcome poverty-related barriers and ensure that students are safe, healthy, and successful. The program would use data on school climate to drive resources where they are most needed and in a manner that will address local needs more effectively than current programs, encouraging continuous improvement, and generating information on what works. A key priority for 2014 is proposed funding, under the National Activities portion of the SSHS authority, for school safety activities included in *Now is the Time*, the President's plan to protect our children and our communities by reducing gun violence.

The request includes \$75 million for the competitive SSHS State and Local Grants program that would target funds to creating positive learning environments that meet the needs of students living in poverty. Among the factors the Department would give priority to are applications from SEAs and LEAs for comprehensive strategies that are designed to improve conditions for learning and to meet the needs of students (1) from low-income families; (2) in turnaround schools; and (3) in schools identified as high-need based on school climate data. Such strategies could include provision of mental health services and social and emotional supports, as well as developing the capacity for school leaders and teachers to work with at-risk students school-wide. School-based programs focused on social and emotional learning (SEL) have

SUPPORTING STUDENT SUCCESS

Successful, safe, and healthy students

shown positive impacts on a wide range of student outcomes, including social and emotional skills, social behaviors, attitudes toward self and others, and academic performance. A review of these programs found that the average student (i.e., a student at the 50th percentile) gained 11 percentile points on standardized tests as a result of participating in a SEL program and, furthermore, that the impact of SEL programs, on average, was similar to the impact often found for academic interventions.

The reauthorized National Activities program would permit the Department to support activities that complement the SSHS State and Local Grants program, including those that help promote and scale up strategies for successful, safe, and healthy students in LEAs that are not grantees or subgrantees under the SSHS State and Local Grants program.

Both the SSHS State and Local Grants and the National Activities portion of the proposed Successful, Safe, and Healthy Students program recognize the need for improving school culture and student/faculty communication as a means to prevent school violence, including school shootings, consistent with one of the findings of the Safe Schools Initiative, a collaboration between the U.S. Secret Service and the Department of Education in the wake of the 1999 Columbine tragedy. In consultation with experts as part of the Safe Schools Initiative, researchers examined and analyzed incidents of targeted school violence from 1974 through 2000. Their report supports the notion that keeping students safe in school requires a positive school climate in which students and staff are supported, engaged in activities that promote achievement and development, and have open lines of communication within the school as well as between the school and the community.

In January of 2013, the President released his plan to reduce gun violence, make schools safer, and increase access to mental health services. The 2014 request supports that plan's common-sense proposals designed to improve school emergency plans, create positive school climates, and counter the effects of pervasive violence on students. In particular, National Activities funds would support the following activities:

- \$30 million for one-time grants to SEAs to help their LEAs develop, implement, and improve their emergency management plans, to strengthen their readiness and capacity to prevent or mitigate, prepare for, respond to, and recover from emergencies and crisis events. The goal of these funds and related Administration efforts is to incentivize schools to have in place a high-quality emergency management plan that can be implemented with confidence and fidelity. According to a 2007 GAO report entitled "Emergency Management," an estimated 95 percent of all LEAs have written emergency management plans, but the quality and implementation vary widely. The GAO estimated that over one-quarter of LEAs had never trained with any first responders and over two-thirds of LEAs did not regularly train with community partners on how to implement their school district emergency management plans. In May 2013, the Departments of Education, Justice, and Health and Human Services will release a model emergency management plan for schools. The \$30 million request would help SEAs, LEAs, and schools put these plans and practices into place. Funds would be allocated by formula based on State shares of school-aged (5- to 17-year-old) population, with a small State minimum and set-asides for the Outlying Areas and the Bureau of Indian Education (BIE) schools. The budget request also includes \$2 million for related technical

SUPPORTING STUDENT SUCCESS

Successful, safe, and healthy students

assistance to schools and institutions of higher education to strengthen their emergency planning efforts through the Department's Readiness and Emergency Management for Schools technical assistance center.

- \$50 million for School Climate Transformation Grants and related technical assistance to help 8,000 schools train their teachers and other school staff to implement evidence-based strategies to improve school climate. The School Climate Transformation Grants initiative builds on the development and testing of evidence-based multi-tiered decisionmaking frameworks, such as Positive Behavioral Interventions and Supports (PBIS), which have been supported with funds from the Department's Office of Special Education and Rehabilitative Services. These funds would enable SEAs and LEAs to develop and adopt, or expand to more schools, a multi-tiered decisionmaking framework that guides the selection, integration, and implementation of the best evidence-based behavioral practices for improving school climate and behavioral outcomes for all students. A key aspect of this multi-tiered approach is that it provides differing levels of support and interventions to students based on their needs.

Research shows that when these frameworks are implemented with fidelity, schools can experience reductions in problem behavior (as measured by office discipline referrals and suspension), decreased bullying and peer victimization, improved organizational health and perception of school as a safe setting, and increased academic performance in reading and math. There is also evidence that: (1) youth risk factors are reduced in schools where these frameworks are implemented well; and (2) reduced risk factors are correlated with reduced drug use, among other improved behaviors.

Funds would be used to implement data tracking systems; train the staff to analyze the data and select the most appropriate programs to address students' needs; train staff to implement the selected programs with fidelity; and purchase associated programmatic materials. The Department would give priority in making awards to LEAs that enroll large concentrations of students from low-income families, though the expected number of awards will allow the grants to serve all types of communities. The School Climate Transformation Grants will combine with the Substance Abuse and Mental Health Services Administration (SAMHSA) mental health first aid grants and the Department of Justice (DOJ) Juvenile Justice and Education Collaboration Assistance (JJECA) grants to make competitive grants to LEAs. Under this interagency initiative, LEAs will be able to apply for assistance across a continuum of available funding sources for addressing school safety and climate. In addition to implementing multi-tiered behavioral frameworks in schools, grantees will collaborate with juvenile justice and law enforcement entities to reduce unnecessarily harsh discipline actions including arrests and juvenile justice system involvement, and train school staff in mental health first aid to help adults detect and respond to mental illness in children and connect them to treatment. These grants will also be coordinated with SAMHSA's Project AWARE grants, which will require participating schools to implement a multi-tiered behavioral framework. The agencies will work together to develop a common application as well as common program requirements and outcome measures.

SUPPORTING STUDENT SUCCESS

Successful, safe, and healthy students

The School Climate Transformation Grants will also include grants to SEAs to develop or enhance statewide systems of support and provision of technical assistance for LEAs implementing a multi-tiered behavioral framework. These grants will be competed in conjunction with SAMHSA's Project AWARE grants and a similar State-level component of DOJ's JJECA grants to encourage cross-agency collaboration in addressing school climate, school safety, and mental health needs.

- \$25 million for Project Prevent grants to LEAs to help schools in communities with pervasive violence break the cycle of violence. Exposure to violence affects almost two out of every three children. And research shows that both direct and indirect exposure to community violence can impact children's mental health and development and can increase the likelihood that these children will later commit violent acts themselves. Being the victim of, or being exposed to, community violence in childhood is also associated with post-traumatic stress disorder (PTSD). Project Prevent would address this problem by supporting the deployment of resources and technical assistance through local projects that would offer students (1) mental health services for trauma or anxiety (including PTSD); (2) social and emotional supports (such as enhancing coping skills) to help address the effects of violence; and (3) promote conflict resolution and other school-based strategies to prevent future violence.
- \$5 million for Project SERV (School Emergency Response to Violence) to replenish a longstanding reserve fund that supports the provision of education-related services to LEAs and to institutions of higher education (IHEs) in which the learning environment has been disrupted due to a violent or traumatic crisis. Consistent with previous appropriations, funds for Project SERV are requested on a no-year basis, to remain available for obligation at the Federal level until expended. In the hoped-for event that there are no school- or college-related crises, the unobligated funds would be carried over into the next fiscal year.
- \$9.2 million for other activities that promote safe and healthy students, including the following:
 - \$4 million to design, pilot test, and validate a high-quality model school climate survey that SEAs, LEAs, or schools could use to assess the conditions for learning; gain an understanding of issues such as youth engagement, bullying, and school violence; and guide the selection and implementation of appropriate programs and interventions for improvement.
 - \$1 million to provide technical assistance to SEAs and LEAs interested in using the model survey.
 - \$2 million to renew the School Survey on Crime and Safety (SSOCS), which collects a set of current, nationally representative data on a variety of school crime and safety topics and helps inform future budget and policy decisions to address identified problems.

SUPPORTING STUDENT SUCCESS

Successful, safe, and healthy students

- \$1.5 million to continue support for the National Center on Safe Supportive Learning Environments to provide technical assistance to SEAs and LEAs, as well as to IHEs, relating to alcohol and drug use and violence prevention at the elementary, secondary, and postsecondary levels. The Center also supports the collection and dissemination of information and best practices on improving school climate.
- \$0.7 million for other data collection, dissemination, outreach, and technical assistance activities that promote safe and healthy students.

The fiscal year 2014 request for Successful, Safe, and Healthy Students also would provide: approximately \$80.9 million for continuation awards for projects originally funded under Elementary and Secondary School Counseling (\$37.7 million), and Physical Education programs (\$43.2 million); \$2.0 million for set-asides for Department of the Interior/Bureau of Indian Education schools and the Outlying Areas; and \$1 million for program evaluation.

If the Congress does not reauthorize the ESEA prior to enactment of the fiscal year 2014 appropriations, the Administration will request authority for activities consistent with those proposed under this request through appropriations language.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2014</u>
State and Local Grants	
Grant award funds (new)	\$74,500
Peer review of new award applications	<u>500</u>
Total budget authority	75,000
Number of SEA awards	10
Average SEA award	\$5,000
Number of LEA awards	49
Average LEA award	\$500
National Activities	
<u>School Emergency Management Activities</u>	
Grant award funds (new)	\$30,000
Technical assistance contract (continuation)	<u>2,000</u>
Total budget authority	32,000

SUPPORTING STUDENT SUCCESS

Successful, safe, and healthy students

<u>Measures</u>	<u>2014</u>
<u>School Emergency Management Activities</u>	
(continued)	
Number of SEA awards	52
Range of SEA awards	\$250-\$3,326
Average SEA award	\$565
Outlying Areas and BIE Schools	\$600
<u>School Climate Transformation Grants</u>	
Grant award funds (new)	\$47,000
Technical assistance (new)	2,500
Peer review of new award applications	<u>500</u>
Total budget authority	50,000
Number of SEA awards	20
Average SEA award	\$350
Number of LEA awards	200
Average LEA award	\$200
<u>Project Prevent</u>	
Grant award funds (new)	\$24,750
Peer review of new award applications	<u>250</u>
Total budget authority	25,000
Number of LEA awards	50
Range of Awards	\$250-\$1,000
Average award	\$495
<u>Project SERV</u>	\$5,000
<u>Other National Activities</u>	
Model school climate survey (development and validation, and technical assistance)	\$5,000
School Survey on Crime and Safety (SSOCS)	2,000
National center for safe and supportive schools technical assistance contract (continuation)	1,500
Other data collection, dissemination, outreach, and assistance (new and continuation)	<u>679</u>
Total budget authority	9,179

SUPPORTING STUDENT SUCCESS

Successful, safe, and healthy students

<u>Measures</u>	<u>2014</u>
Continuation Awards for Other Programs Consolidated into Successful, Safe, and Healthy Students:	
Elementary and Secondary School Counseling	\$37,708
Physical Education	<u>43,153</u>
Total	80,861
Set-Asides for DOI Schools and Outlying Areas	\$1,960
Evaluation	\$1,000

PROGRAM PERFORMANCE INFORMATION

The Department has not yet developed performance measures for the SSHS State and Local Grants program, but they will likely resemble the following measures that the Department is using for the Safe and Supportive Schools Grants initially funded under SDFSC National Programs in 2010:

- Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a decrease in the percentage of students who report current (30-day) alcohol use;
- Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a decrease in the percentage of students who report personal harassment or bullying on school property during the current school year;
- Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience an improvement in their school safety score; and
- Percentage of eligible schools implementing programmatic interventions funded by Safe and Supportive Schools that experience a decrease in the number of suspensions for violent incidents without physical injury.

Data for the above measures would come from grantee annual performance reports. Performance measures for the proposed School Climate Transformation Grants and Project Prevent Grants will be developed later in 2013.

SUPPORTING STUDENT SUCCESS

Safe and drug-free schools and communities national activities

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

(dollars in thousands)

FY 2014 Authorization: 0¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Change from 2012</u>
\$64,877	\$64,877 ²	0	-\$64,877

¹ The GEPA extension expired September 30, 2008. The program is proposed for consolidation in FY 2014 under new legislation.

² Excludes a 0.612 percent across-the-board increase provided in P.L. 112-175.

PROGRAM DESCRIPTION

The Safe and Drug-Free Schools and Communities (SDFSC) National Activities 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. In recent years these activities have largely included:

- Safe and Supportive Schools grant awards to State educational agencies (SEAs), and related technical assistance, to support statewide measurement of, and targeted programmatic interventions to improve, conditions for learning in order to help schools improve student safety and reduce drug abuse. Projects take a systematic approach to improving conditions for learning in eligible schools through improved measurement systems that assess conditions for learning, which must include school safety, and the implementation of programmatic interventions that address problems identified by data.
- Safe Schools/Healthy Students grant awards for comprehensive projects to help local educational agencies (LEAs) and communities create safe, disciplined, and drug-free learning environments, promote healthy childhood development, and provide needed mental health services for youth. To be eligible for Safe Schools/Healthy Students funding, an LEA must have demonstrated agreement in the form of a partnership among the major community systems serving students – schools, an early childhood agency, 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) promoting early childhood social and emotional learning and development; (2) promoting mental, emotional, and behavioral health; (3) connecting families, schools, and communities; (4) preventing and reducing alcohol, tobacco, and

SUPPORTING STUDENT SUCCESS

Safe and drug-free schools and communities national activities

other drug use; and (5) creating safe and violence-free schools. The Department of Education has administered this initiative in collaboration with the Department of Health and Human Services (HHS) and the Department of Justice (DOJ), with joint agency funding.

- Readiness and Emergency Management for Schools grants and Emergency Management for Higher Education grants, and related technical assistance, for helping LEAs and institutions of higher education (IHEs) integrate all-hazards emergency management planning efforts within the framework of the four phases of emergency management (prevent-mitigation, preparedness, response, and recovery).
- Project SERV (School Emergency Response to Violence), which provides education-related services – including increased safety and security, and counseling and referral to mental health services as needed – to LEAs and to IHEs in which the learning environment has been disrupted due to a violent or traumatic crisis.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2009	\$139,912
2010	191,341
2011	119,226
2012	64,877
2013	64,877 ¹

¹ Excludes a 0.612 percent across-the-board increase provided in P.L. 112-175.

FY 2014 BUDGET REQUEST

The Administration is not requesting separate funding for the Safe and Drug-Free Schools and Communities National Activities program for fiscal year 2014. In place of this and several other narrowly targeted programs that address students' safety, health, and drug prevention, the Administration's Elementary and Secondary Education Act (ESEA) reauthorization proposal would create a broader Successful, Safe, and Healthy Students (SSHS) 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, which builds in part on the Safe and Supportive Schools grant competition the Department created in 2010 under SDFSC National Activities, would help schools improve conditions for learning by implementing activities that reduce or prevent drug use, alcohol use, bullying, harassment, or violence, and promote and support the physical and mental well-being of students.

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. The Administration also continues to be extremely concerned about improving school safety and helping schools repair the educational environment following emergencies, with a renewed focus stirred by incidents of school shootings such as the one at Sandy Hook Elementary School in Newtown, Connecticut, and natural disasters such as

SUPPORTING STUDENT SUCCESS

Safe and drug-free schools and communities national activities

Hurricane Sandy. The reauthorization proposal would address these and related issues in a more comprehensive and flexible manner than supported by current authorities.

For example, under the proposed SSHS State and Local Grants authority, SEAs, high-need LEAs, and their partners would be eligible to apply for competitive grants to develop and implement programs that measure and improve conditions for learning based on local needs. The new program would provide grantees and their partners with the resources to design and implement strategies supporting safe, healthy, and successful students, which the Administration believes will lead to improved student academic achievement. The new program would provide increased flexibility for States and districts to design and implement strategies that best reflect the needs of their students and communities (which may include programs that support drug and violence prevention and other aspects of school safety). The 2014 request for SSHS State and Local Grants would emphasize the creation of learning environments that meet the needs of students living in poverty, to help mitigate the multiple risk factors that are too frequently a barrier to learning for such students, while also directing funds to turnaround schools and schools identified as high-need through school climate measurement.

The reauthorization proposal would also include a flexible National Activities authority under which the Department would carry out activities similar to those funded under current law (such as Project SERV and various forms of technical assistance), as well as several new initiatives that are included in *Now Is The Time*, the President's plan to protect our children and our communities by reducing gun violence, making schools safer, and increasing access to mental health services. These initiatives include \$30 million for grants to SEAs to help their LEAs develop, implement, and improve their emergency management plans; \$50 million for School Climate Transformation grants and related technical assistance to help schools train their teachers and other school staff to implement evidence-based strategies to improve school climate; and \$25 million for Project Prevent grants to LEAs to help schools in communities with pervasive violence break the cycle of violence. The 2014 requests for the Departments of Justice and Health and Human Services include complementary initiatives that will ensure our students attend safe schools with nurturing and supportive climates and have access to the supports and interventions they need to succeed. Finally, the request for Successful, Safe, and Healthy Students includes funds to pay 2014 continuation costs for Safe and Drug-Free Schools and Communities National Activities contracts awarded in previous years.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Safe and Supportive Schools			
Grant award funds (continuations)	\$46,404	\$48,610	0
National center for safe and supportive schools technical assistance contract	<u>652</u>	<u>1,500</u>	<u>0</u>
Total budget authority	47,056	50,110	0

SUPPORTING STUDENT SUCCESS

Safe and drug-free schools and communities national activities

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Safe and Supportive Schools			
(continued)			
Number of continuation awards	11	11	0
Average award	\$4,219	\$4,419	0
School Preparedness Initiative			
School emergency management technical assistance activities	\$1,207	\$3,000	0
Safe Schools/Healthy Students Initiative			
Grant award funds (continuations)	\$16,439	0	0
Number of awards	29	0	0
Average award	\$567	0	0
School Emergency Response to Violence (Project SERV)	0	\$3,000	0
Other Activities	\$175	\$8,767	0

NOTES: 2013 excludes a 0.612 percent across-the-board increase provided in Public Law 112-175.

Dollar amounts in the table above for Safe Schools/Healthy Students exclude \$3,400 thousand from HHS/SAMHSA in 2012. At the combined agency funding level of \$19,839 thousand the initiative funded 29 awards averaging \$684 thousand each.

FY 2014 continuation costs (option years) of approximately \$3,625 thousand for existing technical assistance contracts 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 2014 and future years, as well as the resources and efforts invested by those served by this program. Unless stated otherwise the source of these GPRA data is grantee annual and final performance reports.

SUPPORTING STUDENT SUCCESS

Safe and drug-free schools and communities national activities

Safe and Supportive Schools

Goal: To help ensure that schools are safe, disciplined, and drug free by developing rigorous measurement systems and using data to implement high-quality drug- and violence-prevention strategies.

Objective: *Safe and Supportive Schools grantees will demonstrate substantial progress in improving conditions for learning in targeted schools.*

The Department will have baseline data later in 2013 on the following measures for the 2010 cohort of Safe and Supportive Schools grants:

- Percentage of eligible schools implementing programmatic interventions that experience a decrease in the percentage of students who report current (30-day) alcohol use;
- Percentage of eligible schools implementing programmatic interventions that experience a decrease in the percentage of students who report personal harassment or bullying on school property during the current school year;
- Percentage of eligible schools implementing programmatic interventions that experience an improvement in their school safety score; and
- Percentage of eligible schools implementing programmatic interventions that experience a decrease in the number of suspensions for violent incidents without physical injury.

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.

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

The following performance information is for the most recent (2007, 2008, and 2009) cohorts of Safe Schools/Healthy Students grants. (Beginning in 2010, the program has funded continuation awards only.)

SUPPORTING STUDENT SUCCESS

Safe and drug-free schools and communities national activities

Measure: The 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.

Year	2007 Cohort Target	2007 Cohort Actual	2008 Cohort Target	2008 Cohort Actual	2009 Cohort Target	2009 Cohort Actual
2009	76.5	37.5		30.0		
2010	78.8	55.7	50.0	62.8		37.5
2011	83.5	40.7	64.7	55.0	50.0	55.2
2012			68.6	46.4	56.9	31.0
2013					32.9	

Measure: The 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.

Year	2007 Cohort Target	2007 Cohort Actual	2008 Cohort Target	2008 Cohort Actual	2009 Cohort Target	2009 Cohort Actual
2009	77.0	54.5		66.7		
2010	79.3	66.7	68.0	65.9		25.0
2011	84.1	29.6	70.1	51.6	50.0	55.2
2012			74.3	48.1	56.9	79.3
2013					84.1	

Measure: The percentage of grantees that report a decrease in the percentage of their students who report current (30-day) marijuana use.

Year	2007 Cohort Target	2007 Cohort Actual	2008 Cohort Target	2008 Cohort Actual	2009 Cohort Target	2009 Cohort Actual
2009	54.9	42.9		50.0		
2010	56.5	37.5	51.0	43.6		0.0
2011	59.9	51.9	52.5	58.3	50.0	55.2
2012			61.8	45.6	56.9	55.1
2013					58.4	

SUPPORTING STUDENT SUCCESS

Safe and drug-free schools and communities national activities

Measure: The percentage of grantees that report a decrease in students who report current (30-day) alcohol use.

Year	2007 Cohort Target	2007 Cohort Actual	2008 Cohort Target	2008 Cohort Actual	2009 Cohort Target	2009 Cohort Actual
2009	72.8	47.8		56.0		
2010	75.0	66.7	57.1	60.0		0.0
2011	79.5	70.4	61.8	75.0	50.0	58.6
2012			79.5	63.1	60.4	65.5
2013					69.4	

Measure: The percentage of grantees that report an increase in the number of students receiving school-based mental health services.

Year	2007 Cohort Target	2007 Cohort Actual	2008 Cohort Target	2008 Cohort Actual	2009 Cohort Target	2009 Cohort Actual
2009	70.0	90.0		83.3		
2010	90.0	87.5	87.5	81.4		80.0
2011	90.0	51.9	90.0	56.7	84.0	62.1
2012			90.0	72.2	90.0	70.3
2013					74.5	

Measure: The 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.

Year	2007 Cohort Target	2007 Cohort Actual	2008 Cohort Target	2008 Cohort Actual	2009 Cohort Target	2009 Cohort Actual
2009	78.8	75.0		60.0		
2010	86.6	50.0	63.0	71.8		80.0
2011	90.0	11.1	79.0	51.7	84.0	34.5
2012			90.0	42.3	90.0	54.2
2013					57.4	

Additional information: For the second measure above (the 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), data for the 2007 cohort are a mixture of survey data and incident data. For the 2008 and 2009 cohorts, data for that measure are exclusively survey data. For the 2007 cohort for the last measure (the 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), the 2011 actual data of 11 percent warrant some explanation. Only 48 percent of grantees reported a decrease on this metric, while the remaining 41 percent either reported they had no change, or did not report both of the 2 years of data needed to determine how they performed on this measure.

SUPPORTING STUDENT SUCCESS

Safe and drug-free schools and communities national activities

Readiness and Emergency Management for Schools (REMS)

Goal: To help develop and implement comprehensive emergency management processes for schools.

Objective: REMS grantees will demonstrate substantial progress in improving emergency mitigation/prevention, preparedness, response and recovery efforts at their schools.

The Department last funded REMS grants (subsequently renamed school emergency management grants) in 2011.

Measure: The percentage of grant sites that demonstrate they have increased the number of hazards addressed by the improved school emergency response plan as compared to the baseline plan.

Year	2006 Cohort Target	2006 Cohort Actual	2007 Cohort Target	2007 Cohort Actual	2008 Cohort Target	2008 Cohort Actual
2009		97.6				
2010			98.0	88.5		
2011					98.0	94.4

Measure: The percentage of grant sites that have a plan for, and commitment to, the sustainability and continuous improvement of a school emergency management plan by the district and community partners beyond the period of Federal financial assistance.

Year	2006 Cohort Target	2006 Cohort Actual	2007 Cohort Target	2007 Cohort Actual	2008 Cohort Target	2008 Cohort Actual
2009		100				
2010			98.0	93.8		
2011					98.0	100

Measure: The percentage of grant sites that demonstrate improved knowledge of school or district (or both) emergency management policies and procedures by school staff with responsibility for emergency management functions.

Year	2006 Cohort Target	2006 Cohort Actual	2007 Cohort Target	2007 Cohort Actual	2008 Cohort Target	2008 Cohort Actual
2009		97.6				
2010			98.0	91.7		
2011					98.0	100

Additional information: For the 2006 cohort only, the Department instead measured the percentage of grant sites that demonstrate improved response time and quality of response to practice drills and simulated crises.

SUPPORTING STUDENT SUCCESS

Safe and drug-free schools and communities national activities

Beginning with the 2009 cohort of grants, the Department discontinued all three of the above measures and replaced them with the following new measure, for which baseline data will become available later in 2013: 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.

Emergency Management for Higher Education (EMHE)

The Department last funded EMHE grants in 2010.

Goal: To help develop and implement comprehensive emergency management and violence prevention processes for institutions of higher education.

Objective: *EMHE grantees will demonstrate substantial progress in improving emergency mitigation/prevention, preparedness, response and recovery efforts on their campuses.*

Measure: Demonstration of a 50 percent increase at the end of the project period in the number of course completions by their higher education institution key personnel in key National Incident Management System (NIMS) courses compared to the number of such courses completed at the start of the grant project period.

Year	2008 Cohort Target	2008 Cohort Actual	2009 Cohort Target	2009 Cohort Actual
2011		93.3		
2012			98.0	

Additional information: Data for the 2009 cohort are expected later in 2013. For the 2010 cohort, the Department discontinued the above measure and replaced it with the following, for which data will become available in 2014: the average number of NIMS training 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.

Other Performance Information

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

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

SUPPORTING STUDENT SUCCESS

Safe and drug-free schools and communities national activities

Department of Health and Human Services. Both were jointly managed by the Departments of Education, Health and Human Services, and Justice. The evaluations sought 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 sites, with data collection spanning 2001-2004, and changes were calculated between wave one and wave three data collection for each of the three grant cohorts. Statistically significant changes (at the $p < .05$ level) in student outcomes related to alcohol, tobacco, and other drug use and incidents of violence included the following:

- Self-reported data for high school students indicated decreases in 30-day alcohol and tobacco use, cigarette sales on school property, and 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.

The second evaluation examined activities implemented by 175 sites in the fiscal years 2005 through 2009 cohorts. Data were collected through site visits, project- and school-level surveys, telephone interviews, and focus groups. Thus far, this evaluation has found that communities can make effective use of limited funds through high-functioning partnerships that bring together key local agencies to serve children and youth. The results offer substantial evidence of the Initiative's success, including reduced violence and improved school safety, improved access to mental health services, and reduced alcohol and other drug use. By comparison, data for the same period (2005 to 2009) from sources such as the Youth Risk Behavior Survey (CDC, 2010) show no significant improvements in violence, school safety, or current substance use for youth in general across the Nation. Findings from the evaluation also demonstrate the effectiveness of the grants with regard to the collaboration among Safe Schools/Healthy Students partners, improved services and systems, and increased use of data to guide policies and procedures. Key findings from the evaluation for the 2005 to 2006 cohorts of grants (which have completed all grant activities and submitted complete data sets) include the following (based on data collected from the time of the grant award through January 2010):

- Violent incidents decreased by 11 percent.
- Fewer students reported that they had experienced violence (7 percent decrease) or witnessed violence (4 percent decrease).
- Ninety-six percent of school staff surveyed said SS/HS had improved school safety, more than 90 percent said SS/HS had reduced violence on school campuses, and

SUPPORTING STUDENT SUCCESS

Safe and drug-free schools and communities national activities

almost 80 percent of school staff surveyed said SS/HS had reduced violence in the community.

- The number of students receiving school-based mental health services and community-based mental health services increased 263 percent and 519 percent, respectively.
- More than 80 percent of school staff saw reductions in alcohol and other drug use.

Data collection and analysis continues on the cohorts awarded in fiscal years 2007, 2008 and 2009.

SUPPORTING STUDENT SUCCESS

Elementary and secondary school counseling

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

(dollars in thousands)

FY 2014 Authorization: 0¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Change from 2012</u>
\$52,296	\$52,296 ²	0	-\$52,296

¹ The GEPA extension expired September 30, 2008. The program is proposed for consolidation in FY 2014 under new legislation.

² Excludes a 0.612 percent across-the-board increase provided in P. L. 112-175.

PROGRAM DESCRIPTION

The Elementary and Secondary School Counseling (ESSC) 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 the Department to use the first \$40 million in annual appropriations for elementary school counseling programs; appropriations exceeding \$40 million may be used to support elementary or secondary school counseling programs.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2009	\$52,000
2010	55,000
2011	52,395
2012	52,296
2013	52,296 ¹

¹ Excludes a 0.612 percent across-the-board increase provided in P.L. 112-175.

SUPPORTING STUDENT SUCCESS

Elementary and secondary school counseling

FY 2014 BUDGET REQUEST

The Administration is not requesting separate funding for the Elementary and Secondary School Counseling program for fiscal year 2014. In place of this and narrowly targeted programs that address students' safety, health, and drug-prevention needs, the Administration's reauthorization proposal for the Elementary and Secondary Education Act (ESEA) would 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 help schools improve conditions for learning, including through the use of program funds for school counseling programs that contribute to the reduction or prevention of drug use, alcohol use, bullying, harassment, or violence, and that promote and support the physical and mental well-being of students.

The Department recognizes the importance of and need for continued support of efforts to address student mental health issues. Estimates in *Mental Health: A Report of the Surgeon General* (1999) 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, Whiston and Quinby (2009) found that students who participated in school counseling interventions tended to score on various outcome measures slightly above those students who did not receive interventions. These interventions were also shown to have a large effect in reducing student disciplinary problems, enhancing problem-solving skills, and increasing career knowledge. Counseling interventions were also found to have a small but significant impact on improving students' academic achievement. For these reasons, the Administration's reauthorization proposal would continue to provide funding for school counseling services.

The President's 2014 budget also provides funds for several related initiatives included in *Now Is the Time*, the President's plan to protect our children and our communities by reducing gun violence. These include \$25 million for Project Prevent grants under the Successful, Safe, and Healthy Students program to offer students mental health services for trauma or anxiety, and other efforts to help schools break the cycle of violence; \$150 million in the Department of Justice for a Comprehensive School Safety Program that would provide funding to support the hiring of school safety personnel, including school resource officers, school psychologists, social workers, and counselors; and \$55 million in the Department of Health and Human Services budget for a new initiative called Project AWARE (Advancing Wellness and Resilience in Education) to help teachers and other adults who regularly interact with students to recognize young people with mental health issues or other behavioral issues and ensure they are referred to the services they need.

SUPPORTING STUDENT SUCCESS

Elementary and secondary school counseling

The fiscal year 2014 request for the Successful, Safe, and Healthy Students program would include funds to pay 2014 continuation costs for ESSC grants made in previous years.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Grant award funding (new)	\$21,299	\$14,746	0
Grant award funding (continuations)	\$30,491	\$37,550	0
Number of new awards	60	45	0
Number of continuations	84	89	0
Average grant award	\$360	\$357	0
Peer review of new award applications	\$500	0 ¹	0

NOTES: 2013 excludes a 0.612 percent across-the-board increase provided in P.L. 112-175.
FY 2014 continuation costs of \$37,708 thousand would be provided from the appropriation for the Successful, Safe, and Healthy Students program.

¹The Department would fund new applications in FY 2013 from the FY 2012 slate.

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 fiscal year 2014 and future years, as well as 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.

Measure: 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.

SUPPORTING STUDENT SUCCESS

Elementary and secondary school counseling

Year	2008 Cohort Target	2008 Cohort Actual	2009 Cohort Target	2009 Cohort Actual	2010 Cohort Target	2010 Cohort Actual	2011 Cohort Target	2011 Cohort Actual
2009		100						
2010	100	94		100				
2011	100	91	100	91	100	90		
2012			100		100	81	100	84
2013					100		100	
2014								

Measure: The average number of referrals per grant site for disciplinary reasons in schools participating in the Elementary and Secondary School Counseling program.

Year	2008 Cohort Target	2008 Cohort Actual	2009 Cohort Target	2009 Cohort Actual	2010 Cohort Target	2010 Cohort Actual	2011 Cohort Target	2011 Cohort Actual
2009		1,720						
2010	1,634	1,403		1,220				
2011	1,548	1,897	1,159	1,205		1,648		
2012			1,037		1,400	1,241	1,200	1,152
2013					1,117		1,037	
2014								

Additional information: Performance data are collected through annual grantee reports; 2012 data for the 2008 cohort will be available later in 2013. For the 2012 and 2013 cohorts, the Department plans to establish performance targets once grantees submit baseline data.

SUPPORTING STUDENT SUCCESS

Physical education program

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

(dollars in thousands)

FY 2014 Authorization: 0¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Change from 2012</u>
\$78,693	\$78,693 ²	0	-\$78,693

¹ The GEPA extension expired September 30, 2008. The program is proposed for consolidation in FY 2014 under new legislation.

² Excludes a 0.612 percent across-the-board increase provided in P.L. 112-175.

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 12th grade in order to help those entities make progress toward meeting State standards for PE. Funds may be used to provide equipment and support to enable students to participate actively in PE activities and for training and education for teachers and staff. Awards are competitive, typically run for 3 years, and the Federal share of the total program cost may not exceed 90 percent 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 developed priorities and requirements to enhance the impact of PEP and 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 supporting physical education and activity. The priorities and requirements established in 2010 address these deficiencies by, for example, (1) requiring that grantees include a nutrition component in their projects, undertake a local needs assessment, update nutrition- and physical activity-related policies and link them with local wellness policies, and update PE and nutrition instruction curricula, and (2) encouraging grantees to take a multi-sector, comprehensive approach by working with community partners.

SUPPORTING STUDENT SUCCESS

Physical education program

Building on the priorities and requirements established in 2010, the Department developed further improvements to PEP for the fiscal year 2013 competition. Among the changes, the Department is including a priority for projects that are designed to serve students enrolled in persistently lowest-achieving schools. Given the high correlation between low-income schools and persistently lowest-achieving schools, the Department intends for this priority to expand the availability of physical and nutrition education to low-income children, who are more likely than higher-income students to have poor health outcomes and face greater barriers to physical activity.

Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2009.....	\$78,000
2010.....	79,000
2011.....	78,842
2012.....	78,693
2013.....	78,693 ¹

¹ Excludes a 0.612 percent across-the-board increase provided in P.L. 112-175.

FY 2014 BUDGET REQUEST

The Administration is not requesting separate funding for PEP for fiscal year 2014. In place of this and several other narrowly targeted, programs that address students' safety, health, and drug prevention, the Administration's Elementary and Secondary Education Act (ESEA) reauthorization proposal would 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, including the development and implementation of comprehensive PE programs.

Under the proposed Successful, Safe, and Healthy Students program, State educational agencies (SEAs), high-need LEAs, and their partners would be eligible to apply for competitive grants to develop and implement approaches for measuring and improving conditions for learning based on local needs, including by implementing activities that reduce or prevent drug use, alcohol use, bullying, harassment, or violence, and promote and support the physical and mental well-being of students. Further, this new program would provide increased flexibility for States and districts to design and implement strategies that best reflect the needs of their students and communities (which may include programs that support PE). Additionally, the Effective Teaching and Learning for a Well-Rounded Education program in the Education Improvement Programs account would address the need to strengthen instruction and increase student achievement, across content areas, which would include health education and PE.

The Administration recognizes the importance of and need for continued support of PE, improved nutrition, and fitness. According to the Centers for Disease Control and Prevention (CDC), obese children are more likely to develop high blood pressure, high cholesterol, type 2 diabetes, and breathing problems. CDC data also show that in the past 30 years the

SUPPORTING STUDENT SUCCESS

Physical education program

prevalence of unhealthy body weight among children has nearly tripled. As of the 2007-2008 data collection period for the CDC's National Health and Nutrition Examination Survey (NHANES), approximately 17 percent of children and adolescents ages 2 through 19 were obese, compared to 6 percent in the 1976-1980 NHANES. This likely has, in part, resulted from reduced physical activity among youth. In 2007, only 18 percent of students in grades 9-12 met the *Physical Activity Guidelines for Americans* established by the Department of Health and Human Services. According to the 2007 National Survey of Children's Health conducted by CDC, 36 percent of children ages 6-17 were engaged in vigorous physical activity 3 or fewer days per week. This lack of physical activity could be partly a result of students' limited opportunities to participate in PE in school. According to the CDC's Youth Risk Behavior Survey, only 32 percent of students in grades 9-12 attended daily PE classes in 2011.

The fiscal year 2014 request for the Successful, Safe, and Healthy Students program would include funds to pay 2014 continuation costs for PEP grants made in previous years.

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
Grant award funding (new)	\$28,667	\$35,701	0
Grant award funding (continuations)	49,633	42,269	0
Peer review of new award applications	0	600	0
Evaluation	393	123	0
Number of new grant awards	56	95	0
Number of continuation grant awards	145	129	0
Average grant award	\$390	\$345	0

NOTES: FY 2013 data exclude the 0.612 percent across-the-board increase provided in P.L. 112-175.
FY 2014 continuation costs of approximately \$43,153 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 2014 and future years, as well as the resources and efforts invested by those served by this program.

In 2010, as part of a multi-agency effort to improve the effectiveness of programs supporting child health and fitness, the Department reviewed the performance measures for this program

SUPPORTING STUDENT SUCCESS

Physical education program

and published revised performance measures in the Notice Inviting Applications for fiscal year 2010. These measures are: (1) the percentage of students served by the grant who engage in at least 60 minutes of daily physical activity; (2) the percentage of students served by the grant who achieve age-appropriate cardiovascular fitness levels; (3) the percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day; and (4) the cost per student who engages in at least 60 minutes of daily physical activity.

Baseline and year 1 data for these measures are available for the 2010 cohort. Among the students served by 2010 cohort of grantees, 36 percent engaged in at least 60 minutes of daily physical activity at the beginning of the first school year and 65 percent engaged in at least 60 minutes of daily physical activity at the end of the school year. The cost per student achieving this standard at the end of year 1 was \$884. The proportion of students served by the grant who achieve age-appropriate cardiovascular fitness levels increased from 36 percent at the beginning of year 1 to 44 percent at the end of year 1. The percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day went from a baseline of 22 percent to a year-end level of 20 percent. The Department will have 2012 data for the 2010 and 2011 cohorts later this spring.

Along with the changes to PEP being implemented in the fiscal year 2013 competition that are mentioned above, the Department revised one of the measures developed in 2010. The new measure will replace the one on age-appropriate cardiovascular fitness level with a more comprehensive measure of fitness. This measure is: The percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment. The Department will have baseline and year 1 data for this measure in spring 2015.

Existing grantees from cohorts first funded prior to fiscal year 2010 still report on the previous performance measures shown in the tables that follow. The Department adopted these standards based on input from the Centers for Disease Control and Prevention.

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

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

Measure: The percentage of elementary students served by the grant who engage in 150 minutes of moderate to vigorous physical activity per week.

Year	2006 Cohort Target	2006 Cohort Actual	2007 Cohort Target	2007 Cohort Actual	2008 Cohort Target	2008 Cohort Actual	2009 Cohort Target	2009 Cohort Actual
2009	72	60	45	72		61		57
2010			76	69	64	63		64
2011					67		67	76
2012							71	

SUPPORTING STUDENT SUCCESS

Physical education program

Measure: The percentage of secondary students served by the grant who engage in 225 minutes of moderate to vigorous physical activity per week.

Year	2006 Cohort Target	2006 Cohort Actual	2007 Cohort Target	2007 Cohort Actual	2008 Cohort Target	2008 Cohort Actual	2009 Cohort Target	2009 Cohort Actual
2009	60	56	58	57		54		43
2010			61	60	57	55		50
2011					59		53	72
2012							55	

Additional information: Grantees from the 2008 cohort reported a small increase in student physical activity at both the elementary and secondary levels in their second project year. The data from the baseline and year 1 data for the 2009 cohort also show an increase in student physical activity at the elementary and secondary levels.

These measures will have only three data points for each of the 2006, 2007, and 2008 cohorts, corresponding with the end of each project year. Beginning with the 2009 cohort, grantees are conducting 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. However, this will still result in two targets because both the baseline and year one data are reported at the end of year one. The last year of reporting for the 2009 cohort is 2012 and, therefore, there are no targets in 2013 and 2014. Because a number of grantees receive a one-year no-cost extension, data are not yet available for the 2008 cohort. Those data and 2012 data will be available later this spring.

Efficiency Measure

The Department developed and is implementing the following efficiency measure (which includes both Federal and the mandatory non-Federal expenditures).

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	2006 Cohort Target	2006 Cohort Actual	2007 Cohort Target	2007 Cohort Actual	2008 Cohort Target	2008 Cohort Actual	2009 Cohort Target	2009 Cohort Actual
2009	\$181	\$225	\$181	\$168		\$560		
2010			160	175	\$532	638		\$640
2011					504		\$608	
2012							578	

Additional information: The efficiency measure for the program through the 2009 cohort is the cost per successful outcome, as measured by the outcome measures for those cohorts

SUPPORTING STUDENT SUCCESS

Physical education program

above. The 2007 and 2008 cohorts showed increases in the cost per successful outcome in 2010. Unlike the measures in the above tables, there is no baseline for the 2009 cohort because cost per successful outcome is not meaningful at the start of the grant period. The Department will have data for 2011 and 2012 later this spring.

Other Performance Information

The Department is conducting an evaluation of PEP using the 2010 cohort of grantees. Preliminary findings, released in an evaluation brief in August 2012, show that the overwhelming majority of grantees from that first cohort under the revamp of the program formed community partnerships, which aligns with one of the program's priorities. The study is also finding that grantees generally use more than half of their first-year grant funds for equipment and personnel, with LEA grantees allocating the largest proportion of their first-year grant funds to equipment and CBO grantees allocating the largest proportion to personnel. Grantees report that some of their most common challenges are the lack of proper reporting by students, loss of equipment, and the failure of students to complete and return the surveys needed for the performance measures. The final report of the study will be available in summer 2014.

SUPPORTING STUDENT SUCCESS

21st Century community learning centers

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

(dollars in thousands)

FY 2014 Authorization: To be determined¹

Budget Authority:

<u>2012</u>	<u>2013</u>	<u>2014</u>	<u>Change from 2012</u>
\$1,151,673	\$1,151,673 ²	\$1,251,673	+\$100,000

¹ The GEPA extension expired September 30, 2008; reauthorizing language is sought for fiscal year 2014.

² Excludes a 0.612 percent across-the-board increase provided in P.L. 112-175.

PROGRAM DESCRIPTION

The 21st Century Community Learning Centers (21st CCLC) program enables communities to establish or expand centers that provide additional student learning opportunities, such as before- and after-school programs and summer 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 activities designed to help students meet State and local student academic achievement standards, program funds may be used to provide other activities that complement and reinforce the regular school-day program of participating students, such as art and music education activities, recreational activities, telecommunications and technology education programs, expanded library service hours, family engagement and literacy programs, and drug and violence prevention activities.

Program funds are allocated by formula to States. Of the total appropriation, the Department reserves up to 1 percent to carry out national activities and 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

SUPPORTING STUDENT SUCCESS

21st Century community learning centers

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 for a period of 3 to 5 years.

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 monitoring local programs, providing technical assistance and training, and evaluating the effectiveness of the State's program.

As part of ESEA flexibility, States were able to request the authority to use 21st CCLC funds to support expanded learning time (ELT) during the school day in addition to activities during non-school hours or periods when school is not in session (i.e., before- and after-school or during the summer).

Under ESEA flexibility, 21st CCLC funds may be used for activities to support ELT during the regular school day in a school that has added significantly more time by expanding the school day, school week, or school year to increase learning time for all students. Examples of such activities include using the additional time to support a well-rounded education that includes time for academics and enrichment activities; providing additional time for teacher collaboration and common planning; and partnering with one or more outside organizations, such as a nonprofit organization, with demonstrated experience in improving student achievement.

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:

	(dollars in thousands)
2009	\$1,131,166
2010	1,166,166
2011	1,153,854
2012	1,151,673
2013	1,151,673 ¹

¹ Excludes a 0.612 percent across-the-board increase provided in P.L. 112-175.

FY 2014 BUDGET REQUEST

The Administration requests \$1.25 billion in fiscal year 2014 funding for the 21st CCLC program, an increase of \$100 million over the fiscal year 2012 level. The 21st CCLC program is authorized by the Elementary and Secondary Education Act and is, therefore, subject to reauthorization. The request assumes that the program will be implemented in fiscal year 2014 under reauthorized legislation and is based on the Administration's reauthorization proposal.

SUPPORTING STUDENT SUCCESS

21st Century community learning centers

Under this proposal, the Department would make competitive grants to State educational agencies (SEAs) and local educational agencies (LEAs), by themselves or in partnership with nonprofit organizations or local governmental entities. Projects would implement in-school and out-of-school strategies for providing students (and, where appropriate, teachers and family members), particularly those in high-need schools, the additional time, support, and enrichment activities needed to improve student achievement. States that receive awards would subgrant funds to high-need LEAs (alone or in partnership with one or more nonprofit organizations or local governmental entities) or nonprofit organizations.

The fiscal year 2014 request would build upon the progress made by States that, as part of the Department's ESEA flexibility initiative, are approved to use 21st CCLC funds to support activities during the school day as part of ELT. The reauthorized 21st CCLC program would provide resources that local recipients could use to expand learning time by significantly increasing the number of hours in a regular school schedule or by comprehensively redesigning the school schedule for all students in a school. Grantees could also use program funds to provide the "wraparound services" now offered through the Full-Service Community Schools program, which would be consolidated into the 21st CCLC program under reauthorization. The Administration's reauthorization proposal would continue to allow funds to be used for before- and after-school programs, summer enrichment programs, and summer school programs, and would additionally permit States and eligible local entities to use funds to support ELT programs and full-service community schools. This enhanced flexibility would allow communities to determine the best strategies for providing their students and teachers the time and support they need. The increased funding requested for fiscal year 2014 would enable grantees to support this expanded menu of programs and strategies and to provide high-quality programming for students and their families.

All local projects would provide additional time for students, including students with the greatest academic needs and those who are meeting State academic achievement standards, to participate in (1) academic activities that are targeted to their academic needs; and (2) enrichment and other activities that complement the academic program. Projects could also provide teachers the time they need to collaborate, plan, and engage in professional development within and across grades and subjects. In making awards to eligible local entities, the Department would give priority to applications from partnerships between districts and other eligible entities (such as nonprofit organizations and local governmental entities), to applicants that focus the use of grant funds on the lowest-performing schools in the State, or to applicants that propose to develop and implement expanded-learning-time programs or full-service community schools.

The Department believes that the reauthorized 21st 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 produce gains in student academic achievement.¹ Moreover, emerging research suggests that high-quality after-school programs may have a positive impact on other desirable student outcomes, such as higher

¹ 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

21st Century community learning centers

attendance during the regular school day and increased student academic achievement.² Regular participation in high-quality, enriching programs appears to be one factor that has an impact on student outcomes, but data from the current 21st CCLC program demonstrate that student participation rates may be a program quality concern; in 2012, States reported that less than half of the total number of students served (about 900,000 of almost 1.9 million) attended programs for 30 days or more over the course of the 2010-11 program year. By lengthening the school day or year for all students, expanded-learning-time programs could improve 21st CCLC program attendance by reaching beyond the students who are inclined to regularly attend voluntary after-school programs. In addition, the Department believes that allowing schools to provide comprehensive and integrated services (often referred to as “wraparound services”) at the school site, including during the school day, would help to meet the educational, developmental, mental, behavioral, and emotional health needs of students, families, and members of the community.

Program quality would also be improved by transforming the program from a formula to a competitive grant program. Within this framework, a new emphasis on increasing the number of instructional hours, together with support for increased attendance in high-quality before- and after-school programs, expanded-learning-time programs, and full-service community schools, should 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.

Finally, the Department would reserve a portion of the funds for national activities, including research, data collection, technical assistance, outreach, and dissemination. These activities would focus on the identification and promotion of effective efforts to expand learning time, provide comprehensive services, and increase community and parental involvement. In addition, fiscal year 2014 funds would be used to pay the 2014 continuation costs of Full-Service Community Schools grants made (under the Fund for the Improvement of Education in the Innovation and Improvement account) in prior fiscal years.

Recognizing the role that ELT can play in improving student outcomes, the Administration will request authority to use the \$100 million increase proposed for 2014 for competitive grants to support high-quality ELT models if the Congress does not reauthorize the ESEA prior to enactment of fiscal year 2014 appropriations.

² 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

21st Century community learning centers

PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2012</u>	<u>2013</u>	<u>2014</u>
<u>Formula Grant Program</u>			
Amount distributed to States	\$1,128,640	\$1,128,640	0
Average State award	\$21,705	\$21,705	0
Range of awards to States	\$5,643-\$124,077	\$5,643-\$128,861	0
Reservation for State activities and administration (maximum)	\$56,432	\$56,432	0
National activities and evaluation	\$11,517	\$11,517	0
Amount for Bureau of Indian Education and the Outlying Areas	\$11,517	\$11,517	0
<u>Competitive Grant Program:</u>			
Amount awarded to States and eligible local entities	0	0	\$1,216,295
Amount for Bureau of Indian Education and the Outlying Areas	0	0	\$12,517
National Activities	0	0	\$12,517
Peer review of new award applications			\$5,000
Continuation Costs for the Full-Service Community Schools program	0	0	\$5,344
<u>Data on Centers</u>			
Number of centers supported	9,900	9,900	9,900
Total students served	1,850,300	1,850,300	1,994,000
Students attending 30 days or more	886,600	886,600	1,051,026
Total adult family members served	270,800	270,800	291,800

NOTES: Data on the number of centers are based on 2010-2011 State-reported data and the assumption of higher participation rates due to increased implement of ELT programs.
2013 excludes a 0.612 percent across-the-board increase provided in P.L. 112-175

SUPPORTING STUDENT SUCCESS

21st Century community learning centers

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 2014 and future years, as well as the resources and efforts invested by those served by this program.

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 21st Century Community Learning Center programs will demonstrate educational and social benefits and exhibit positive behavioral changes.*

Measure: The percentage of regular program participants whose mathematics grades improve from fall to spring.

Year	Target Elementary School Participants	Target Middle and High School Participants	Target All Participants	Actual Elementary Participants	Actual Middle and High School Participants	Actual All Participants
2009	48.0	48.0	48.0	37.0	34.2	36.6
2010	48.5	48.5	48.5	38.4	33.8	36.7
2011	48.5	48.5	48.5	39.5	34.1	37.2
2012	48.5	48.5	48.5			
2013	48.5	48.5	48.5			
2014	48.5	48.5	48.5			

SUPPORTING STUDENT SUCCESS

21st Century community learning centers

Measure: The percentage of regular program participants whose English grades improve from fall to spring.

Year	Target Elementary School Participants	Target Middle and High School Participants	Target All Participants	Actual Elementary Participants	Actual Middle and High School Participants	Actual All Participants
2009	48.0	48.0	48.0	39.1	35.3	38.2
2010	48.5	48.5	48.5	40.2	34.6	38.0
2011	48.5	48.5	48.5	40.3	35.7	38.3
2012	48.5	48.5	48.5			
2013	48.5	48.5	48.5			
2014	48.5	48.5	48.5			

Additional information: 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.

Measure: The percentage of regular program participants who improve from not proficient to proficient or above on State assessments.

Year	Target Elementary Reading	Target Middle and High School Math	Actual Elementary Reading	Actual Middle and High School Math
2009	26.0	16.0	25.6	16.9
2010	35.0	20.0	26.5	17.8
2011	40.0	25.0	19.9	18.2
2012	40.0	25.0		
2013	45.0	25.0		
2014	45.0	25.0		

Additional information: The Department calculates results 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. The 2011 data represent 535,386 regular elementary school-aged attendees and 249,290 middle- and high-school-aged attendees.

SUPPORTING STUDENT SUCCESS

21st Century community learning centers

Measure: The percentage of students with teacher-reported improvements in student behavior.

Year	Target Elementary School Participants	Target Middle and High School Participants	Target All Participants	Actual Elementary Participants	Actual Middle and High School Participants	Actual All Participants
2009	75	75	75	68.7	67.6	68.6
2010	75	75	75	68.7	65.0	67.8
2011	75	75	75	68.4	63.3	68.7
2012	75	75	75			
2013	75	75	75			
2014	75	75	75			

Additional information: 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 are not included in the columns disaggregated by grade level.

Efficiency Measures

The Department has developed three operational efficiency measures for the 21st CCLC program.

Measure: The percentage of SEAs that submit complete data on 21st Century Community Centers program performance measures by the deadline.

Year	Target	Actual
2009	80	80
2010	85	86
2011	90	94
2012	95	78
2013	95	
2014	95	

Measure: 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
2009	45	60
2010	40	45
2011	35	55
2012	35	60
2013	30	
2014	30	

SUPPORTING STUDENT SUCCESS

21st Century community learning centers

Measure: The average number of weeks a State takes to resolve compliance findings in a monitoring visit report.

Year	Target	Actual
2009		5
2010	4	4
2011	4	3
2012	4	3
2013	4	
2014	4	

Additional information: 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 periods other than between 3 and 5 years (the subgrant length required by the statute); and improperly limiting entities eligible for subgrants.

Other Performance Information

In 2003, the Department's Institute of Education Sciences (IES) 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 improvement 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 but no additional achievement benefit beyond the 1-year impact after 2 years of participation. 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 1 year of the program; after 2 years of the program, there was a statistically significant negative impact on reading achievement. It is important to note that the sample of centers was 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 (PPSS) analyzed data from a nationally representative sample of 21st CCLC programs to evaluate State and local program implementation. The resulting report, *21st Century Community Learning Center: Descriptive Study of Program Practices*, was released in July 2010. The evaluation focused on how, and to what extent, funds support high-quality programs that emphasize academic content, as well as staffing patterns and other features of after-school program implementation that may have an impact on the quality of the programming offered. Centers reported that about half of their students attended roughly 2 days a week or more. In addition, three-quarters of the centers reported that a typical student participated in reading activities (75 percent) and mathematics activities (81 percent) for less than 4 hours per week. About half of centers reported offering professional development opportunities to staff through training courses or conferences.

SUPPORTING STUDENT SUCCESS

21st Century community learning centers

The Department is currently initiating two additional evaluations of the 21st CCLC program. Through the first, led by PPSS, the Department will collect information about State-administered competitions for 21st CCLC subgrants. Among other things, the Department expects to learn about State definitions of program quality, outreach efforts, and monitoring practices, and hopes that this information will inform efforts to strengthen technical assistance to States that conduct competitions for Federal funds now and in the future if more programs with this structure are created under a reauthorized ESEA. The second evaluation, led by IES, began in fall 2012 and will focus on assessing the implementation of ELT programs in States that received the authority, under ESEA flexibility, to use 21st CCLC funds to support ELT during the school day. The IES study will also help determine the feasibility of an impact evaluation of high-quality ELT programs.