

**Department of Education**  
**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**  
**Fiscal Year 2016 Budget Request**

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## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

[For carrying out activities authorized by part A of title IV and subparts 1, 2, and 10 of part D of title V of the ESEA, \$223,315,000: *Provided*, That \$70,000,000 shall be available for subpart 2 of part A of title IV<sup>1</sup>, of which up to \$5,000,000, to remain available until expended, shall be for the Project School Emergency Response to Violence (“Project SERV”) program to provide education-related services to local educational agencies and institutions of higher education in which the learning environment has been disrupted due to a violent or traumatic crisis<sup>2</sup>: *Provided further*, That \$56,754,000 shall be available for Promise Neighborhoods and shall be available through December 31, 2015<sup>3</sup>.] (*Department of Education Appropriations Act, 2015.*)

### NOTES

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

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

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Analysis of Language Provisions and Changes

Language Provision	Explanation
<sup>1</sup> [ <i>Provided</i> , That \$70,000,000 shall be available for subpart 2 of part A of title IV...]	This language earmarks funds for Safe and Drug-Free Schools and Communities (SDFSC) National Programs (subpart 2 of part A of title IV).
<sup>2</sup> [...of which up to \$5,000,000, to remain available until expended, shall be for the Project School Emergency Response to Violence (“Project SERV”) program to provide education-related services to local educational agencies and institutions of higher education in which the learning environment has been disrupted due to a violent or traumatic crisis...]	This language earmarks funds for Project SERV (under SDFSC National Programs) and makes these funds available for obligation at the Federal level until they are expended.
<sup>3</sup> [ <i>Provided further</i> , That \$56,754,000 shall be available for Promise Neighborhoods and shall be available through December 31, 2015.]	This language earmarks funds for the Promise Neighborhoods program, and gives the Department an additional 3 months beyond the end of fiscal year 2015 to obligate them.

**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

**Appropriation, Adjustments and Transfers**  
(dollars in thousands)

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Appropriation/Adjustments/Transfers	2014	2015	2016
<hr/>			
Discretionary authority:			
Appropriation .....	\$270,892	\$223,315	\$349,561

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**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

**Summary of Changes**  
(dollars in thousands)

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2015.....	\$223,315
2016.....	<u>349,561</u>
Net change .....	+126,246

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<b>Increases:</b>	<u>2015 base</u>	<u>Change from base</u>
<u>Program:</u>		
Increase for Safe and Drug-Free Schools and Communities National Activities to support additional projects to combat such school climate issues as student discipline, disruptive and problem behavior, violence, bullying, and drug use, through the development, enhancement, and expansion of systems of support for schools implementing an evidence-based multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students, as well as related technical assistance.	\$70,000	+\$20,000
Increase for Physical Education to increase the number of projects designed to help initiate, expand, and improve physical education programs for students in kindergarten through 12 <sup>th</sup> grade to increase child fitness, address the serious issue of childhood obesity, and help children develop more healthy lifestyles.	47,000	+13,000
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.	56,754	<u>+93,246</u>
Subtotal, increases		+126,246
Net change		+126,426

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Authorizing Legislation

(dollars in thousands)

	2015 Authorized	2015 Estimate	2016 Authorized	2016 Request
Safe and drug-free schools and communities national activities ( <i>ESEA IV-A, Subpart 2, Section 4121</i> )	0 <sup>1,2</sup>	\$70,000	To be determined <sup>1</sup>	\$90,000
Elementary and secondary school counseling ( <i>ESEA-V-D, Subpart 2</i> )	0 <sup>1</sup>	49,561	To be determined <sup>1</sup>	49,561
Physical education program ( <i>ESEA-V-D, Subpart 10</i> )	0 <sup>1</sup>	47,000	To be determined <sup>1</sup>	60,000
Promise neighborhoods ( <i>ESEA-V-D, Subpart 1</i> )	0 <sup>1</sup>	56,754	To be determined <sup>1</sup>	150,000
<u>Unfunded authorizations</u>				
Safe and drug-free schools and communities State grants ( <i>ESEA IV-A, Subpart 1</i> )	0 <sup>3</sup>	0	0 <sup>3</sup>	0
Alcohol abuse reduction ( <i>ESEA Section 4129</i> )	0 <sup>3</sup>	0	0 <sup>3</sup>	0
Mentoring program ( <i>ESEA Section 4130</i> )	0 <sup>3</sup>	0	0 <sup>3</sup>	0
Character education ( <i>ESEA V-D, Subpart 3</i> )	0 <sup>3</sup>	0	0 <sup>3</sup>	0
Grants directed at preventing and reducing alcohol abuse at institutions of higher education ( <i>P.L. 109-422, Section 2(e)(2)</i> )	0 <sup>4</sup>	0	0 <sup>4</sup>	0
Total definite authorization	0		0	
Total appropriation		223,315		349,561
Portion of the request subject to reauthorization				349,561

<sup>1</sup> The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.

<sup>2</sup> Funds appropriated for Safe and Drug-Free Schools and Communities National Programs in fiscal year 2015 may not be increased above the amount appropriated in fiscal year 2014 unless the amount appropriated for Safe and Drug-Free Schools and Communities State Grants in fiscal year 2015 is at least 10 percent greater than the amount appropriated in 2014.

<sup>3</sup> The GEPA extension expired September 30, 2008. The Administration is not seeking reauthorizing legislation.

<sup>4</sup> The GEPA extension expired September 30, 2011. The Administration is not seeking reauthorizing legislation.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2007 Supplemental (P.L. 110-28)	\$266,627	N/A <sup>1</sup>	N/A <sup>1</sup>	\$729,518 8,594
2008	324,248	\$760,575	\$697,112	639,404
2009	281,963	714,481 <sup>2</sup>	666,384 <sup>2</sup>	690,370
2010	413,608	395,753	438,061 <sup>3</sup>	393,053
2011	1,786,166	384,841 <sup>4</sup>	426,053 <sup>3</sup>	288,465 <sup>5</sup>
2012	1,781,132	65,000 <sup>6</sup>	270,463 <sup>6</sup>	255,753
2013	1,447,539	108,487 <sup>7</sup>	259,589 <sup>7</sup>	242,375
2014	1,831,673	N/A <sup>8</sup>	330,481 <sup>3</sup>	270,892
2015	1,463,370	N/A <sup>8</sup>	270,892 <sup>9</sup>	223,315
2016	349,561			

<sup>1</sup> 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.

<sup>2</sup> 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.

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

<sup>4</sup> The level for the House allowance reflects the House-passed full-year continuing resolution.

<sup>5</sup> The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

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

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

<sup>8</sup> The House Allowance is shown as N/A because there was no Subcommittee action.

<sup>9</sup> The level for the Senate allowance reflects Senate Subcommittee action only.

## **SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

### **Significant Items in FY 2015 Appropriations Reports**

#### **Physical Education**

Senate: The Committee requests that the Department provide a report on the steps it has taken, and will take, to help State and local educational agencies integrate meaningful physical education and physical activity into the educational experience to address the recommendations made by the 2013 Institute of Medicine report titled “Educating the Student Body: Taking Physical Activity and Physical Education to School,” which states that “extensive scientific evidence demonstrates that regular physical activity promotes growth and development in youth and has multiple benefits for physical, mental, and cognitive health.”

Response: The Department will provide the information to the Committee as requested.

DEPARTMENT OF EDUCATION FISCAL YEAR 2016 PRESIDENT'S BUDGET

[Click here for accessible version.](#)

(in thousands of dollars)

Account, Program and Activity	Category Code	2014 Appropriation	2015 Appropriation	2016 President's Budget	2016 President's Budget Compared to 2015 Appropriation	
					Amount	Percent
<b>Safe Schools and Citizenship Education</b>						
1. Safe and drug-free schools and communities national activities (ESEA IV-A-2, section 4121)	D	90,000	70,000	90,000	20,000	28.571%
2. Elementary and secondary school counseling (ESEA V-D, subpart 2)	D	49,561	49,561	49,561	0	0.000%
3. Physical education program (ESEA V-D, subpart 10)	D	74,577	47,000	60,000	13,000	27.660%
4. Promise Neighborhoods (ESEA V-D, subpart 1)	D	<u>56,754</u>	<u>56,754</u>	<u>150,000</u>	<u>93,246</u>	<u>164.299%</u>
Total	D	270,892	223,315	349,561	126,246	56.533%

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

Accounts are shown under the administering office that has primary responsibility for most programs in that account; however, there may be some programs that are administered by another office.

Detail may not add to totals due to rounding.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Summary of Request

The programs in the Safe Schools and Citizenship Education account support activities to foster a safe, secure, and drug-free learning environment; facilitate emergency management and preparedness; prevent drug use; establish, expand, or improve counseling and physical education programs for students; and improve significantly the educational and developmental outcomes of children within some of the Nation's most distressed communities.

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 2016 under reauthorized legislation. Funding in the account is requested for the following four programs:

- \$90 million for Safe and Drug-Free Schools and Communities National Activities, an increase of \$20 million over the 2015 level, focused on key initiatives in "Now Is The Time," the President's common-sense plan to make our schools safer and protect our children from gun violence. These include \$62 million (of which \$15 million would support an estimated 30 new awards) for School Climate Transformation Grants, and related technical assistance, to help schools train their teachers and other school staff to implement evidence-based behavioral intervention strategies to improve school climate; and \$15 million for Project Prevent continuation grant awards to LEAs to help schools in communities with pervasive violence break the cycle of violence. Funds would also be used to help LEAs and IHEs recover from emergencies under Project SERV (School Emergency Response to Violence), and for evaluation, data collection, dissemination, outreach, and related forms of technical assistance.
- \$49.6 million for the Elementary and Secondary School Counseling program, which would allow approximately 149 LEAs to hire or train qualified school counselors, school psychologists, child and adolescent psychiatrists, and school social workers to provide students with counseling services that provide 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. These grants will also support the development of innovative strategies for providing school counseling services that show potential for replication and dissemination.
- \$60 million for the Physical Education program, to provide equipment and support to enable students to participate actively in physical education activities, and for training and education for teachers and staff, in order help students in kindergarten through 12<sup>th</sup> grade make progress toward meeting State standards for physical education. The request would enable the program to continue 66 grants and make approximately 68 new awards, which will support implementation of community-wide strategies to increase child fitness, address the serious issue of childhood obesity, and help children develop more healthy lifestyles.
- \$150 million for the Promise Neighborhoods program, a \$93 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 and supports designed to combat the effects of poverty and improve educational and life outcomes for children and youth. Funds would

## **SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

### **Summary of Request – continued**

support an estimated 25 new planning grants and up to 25 new implementation grants, as well as support for 7 continuation awards for the 2012 cohort of implementation grantees. In coordination with the Department of Housing and Urban Development (HUD), the Department would reserve a portion of 2016 funds for planning grants to communities that intend to apply for funding under both the Promise Neighborhoods and HUD's Choice Neighborhoods programs. Funds would also be used to expand technical assistance to grantees.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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

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

(dollars in thousands)

FY 2016 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2015</u>	<u>2016</u>	<u>Change</u>
\$70,000	\$90,000	+\$20,000

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<sup>1</sup> The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.

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### 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 positive school environments 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 included:

- Schools Climate Transformation grants to State educational agencies (SEAs) and local educational agencies (LEAs) to develop and adopt, or expand to more schools, a multi-tiered decision-making 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.
- Project Prevent awards to LEAs to help schools in communities with pervasive violence break the cycle of violence by offering students: (1) access to school-based counseling services, or referrals to community-based counseling services, for trauma or anxiety (including post-traumatic stress disorder); (2) social and emotional supports (such as enhancing coping skills) to help address the effects of violence; (3) conflict resolution and other school-based strategies to prevent future violence; and (4) a safer and improved school environment, which may include activities to decrease the incidence of harassment, bullying, violence, and gang involvement.
- Grants to SEAs and technical assistance to help LEAs and schools develop, implement, and improve their emergency management plans.
- Safe and Supportive Schools grants to SEAs for projects that take a systematic approach to improving student safety and reducing drug abuse through 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 AND CITIZENSHIP EDUCATION

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

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- 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 institutions of higher education (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)
2011 .....	\$119,226
2012 .....	64,877
2013 .....	61,484
2014 .....	90,000
2015 .....	70,000

### FY 2016 BUDGET REQUEST

For fiscal year 2016, the Administration is requesting \$90 million for Safe and Drug-Free Schools and Communities (SDFSC) National Activities, an increase of \$20 million more than the fiscal year 2015 level, to expand support for key elements of the President’s Now is the Time initiative (NITT), which is designed to protect our children and our communities by reducing gun violence, making schools safer, and increasing access to mental health services. NITT is based in part on 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 includes evidence that keeping students safe in school requires a positive school climate in which students and staff feel supported socially and emotionally, are 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.

Other activities under this request are designed to counter the effects of pervasive violence on students, and to restore the learning environment following a violent or traumatic incident. Key activities include the following:

- \$62.4 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. School Climate Transformation Grants, first awarded in fiscal year 2014, build on the development and testing of evidence-based multi-tiered decisionmaking frameworks, such as Positive Behavioral Interventions and Supports. A key aspect of this multi-tiered approach is that it provides differing levels of support and interventions to students based on their needs. The 2016 request would support the third year of 5-year grants to State educational agencies and local educational agencies, and the first year of a new \$15 million cohort of grants to LEAs.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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

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In the 2014 competition, the Department received more than 400 applications from LEAs for School Climate Transformation Grants, but only had enough funds to award grants to 71 LEAs. Yet 112 of the applications scored 95 points or above, out of a possible total 110. While the Department would hold a new grant competition in 2016 rather than fund additional 2014 applicants, the Department expects to again receive a large number of high-quality applications. The \$15 million requested for new awards would support an estimated 30 grants.

Fiscal year 2016 funds would be used to implement data tracking systems; train 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.

A key strategy of Now is the Time is to encourage collaboration among Federal agencies in providing resources that States and communities can use to address school climate, school safety, and mental health issues in a comprehensive manner. For example, approximately one-third of the Department's 2014 cohort of LEA School Climate Transformation Grants is also receiving competitive grant funding from the Department of Health and Human Service's Project AWARE (Advancing Wellness and Resilience in Education), administered by the Substance Abuse and Mental Services Administration, to increase awareness of mental health issues among school-aged youth, including training in detection and response to mental illness for adults who interact with youth in school and community settings.

- \$14.6 million for Project Prevent continuation grant awards to LEAs to help schools in communities with pervasive violence break the cycle of violence. 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 addresses this problem by supporting the deployment of resources and technical assistance through local projects that offer students (1) access to school-based counseling services, or referrals to community-based counseling services, for trauma or anxiety (including PTSD); (2) social and emotional supports (such as enhancing coping skills) to help address the effects of violence; (3) conflict resolution and other school-based strategies to prevent future violence; and (4) a safer and improved school environment, which may include activities to decrease the incidence of harassment, bullying, violence, and gang involvement.
- \$4.5 million for the National Center on Safe Supportive Learning Environments (NCSSLE). The NCSSLE provides 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; supports the collection and dissemination of information and best practices on improving school climate; provides technical assistance to the Project Prevent grantees to strengthen the implementation of their projects; and will provide technical assistance to LEAs and schools that utilize the model school climate survey the National Center for Education Statistics will release in 2015, in

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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

selecting and implementing programs, policies, and practices that are responsive to the survey results. The Budget requests \$2 million in increased funding to help ensure that the NCSSE has sufficient resources specifically to provide technical assistance to LEAs on the selection and implementation of evidence-based substance abuse prevention programs.

- \$2.5 million to continue the Readiness and Emergency Management for Schools Technical Assistance Center to provide resources and training to support school emergency management efforts for schools, LEAs, and IHEs in school emergency preparedness, including the development and implementation of comprehensive all-hazards emergency management plans.

The request also includes \$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 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.

#### PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
<b>School Climate Transformation Grants</b>			
SEA grant award funds (new)	\$7,340	0	0
SEA grant award funds (continuation)	0	\$7,422	\$7,529
LEA grant award funds (new)	35,848	0	15,000
LEA grant award funds (continuation)	0	36,193	36,677
Technical assistance (continuation)	3,287	3,080	3,000
Peer review of new award applications	<u>373</u>	<u>0</u>	<u>150</u>
Total	46,848	46,695	62,356
Number of SEA awards (new)	12	0	0
Number of SEA awards (continuation)	0	12	12
Range of SEA awards	\$260-\$750	\$252-\$750	\$256-\$750
Average SEA award	\$612	\$619	\$627
Number of LEA awards (new)	71	0	30
Number of LEA awards (continuation)	0	71	71
Range of LEA awards	\$139-\$750	\$161-\$750	\$178-\$750
Average LEA award	\$505	\$510	\$512

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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

<u>Measures</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
<b>Project Prevent</b>			
Grant award funds (new)	\$14,447	0	0
Grant award funds (continuation)	0	\$14,625	\$14,574
Peer review of new award applications	<u>150</u>	<u>0</u>	<u>0</u>
Total	14,597	14,625	14,574
Number of LEA awards (new)	22	0	0
Number of LEA awards (continuation)	0	22	22
Range of awards	\$270-\$1,000	\$291-\$1,000	\$291-\$1,000
Average award	\$657	\$665	\$662
<b>School Emergency Management Activities</b>			
Grant award funds (new)	\$13,083	0	0
Peer review of new award applications	44	\$5	0
Technical assistance (new)	0	2,500	0
Technical assistance (continuation)	<u>2,500</u>	<u>0</u>	<u>\$2,500</u>
Total	15,627	2,505	2,500
Number of SEA awards	25	0	0
Range of SEA awards	\$249-\$1,098	0	0
Average SEA award	\$523	0	0
Bureau of Indian Education schools	\$300	0	0
<b>School Emergency Response to Violence (Project SERV)</b>	<b>\$8,000</b>	<b>\$2,671</b>	<b>\$5,000</b>
<b>Evaluation</b>	<b>0</b>	<b>\$500</b>	<b>\$500</b>
<b>Other Activities</b>			
National Center for Safe Supportive Learning Environments	\$3,400	\$2,500	\$4,500
Other data collection, dissemination, outreach, and assistance	<u>1,228</u>	<u>504</u>	<u>570</u>
Total	4,628	3,004	5,070

NOTE: The fiscal year 2014 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. The fiscal year 2015 appropriations act provided the same authority and the Administration's fiscal year 2016 budget would continue this authority. While the Department did not reserve funds from SDFSC National Activities under this authority in fiscal year 2014, it may do so in fiscal years 2015 and 2016.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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

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#### 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 2016 and future years, and 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.

##### LEA School Climate Transformation Grants

The Department will have baseline data in 2016 on the following measures for the 2014 cohort of LEA School Climate Transformation Grants:

- The number and percentage of schools that report an annual decrease in office disciplinary referrals.
- The number and percentage of schools that report an annual improvement in the attendance rate.
- The number and percentage of schools that report an annual decrease in suspensions and expulsions, including those related to possession or use of drugs or alcohol.
- The number and percentage of schools annually that are implementing the multi-tiered behavioral framework with fidelity.

##### SEA School Climate Transformation Grants

The Department will have baseline data in 2015 on the following measures for the 2014 cohort of SEA School Climate Transformation Grants:

- The number of training and technical assistance events provided by the SEA School Climate Transformation Grant Program to assist LEAs in implementing a multi-tiered behavioral framework.
- The number and percentage of LEAs provided training or technical by the SEA School Climate Transformation Grant Program that report an improvement in knowledge and understanding of the implementation of a multi-tiered behavioral framework.
- The number and percentage of schools in LEAs provided training or technical assistance by the SEA School Climate Transformation Grant Program that implement a multi-tiered behavioral framework.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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

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#### Project Prevent

The Department will have baseline data in 2016 on the following measures for the 2014 cohort of Project Prevent Grants:

- The percentage of grantees that report a measurable decrease in violent, aggressive, and disruptive behavior in schools served by the grant.
- The percentage of grantees that report a measurable increase in the number of students in schools served by the grant receiving school-based and community mental health services to address student needs resulting from exposure to violence.
- The percentage of grantees that report a measurable increase in the school engagement of students served by the grant.

#### Grants to States for Emergency Management

The Department will have data in 2016 on the following measures for the 2014 cohort of Grants to States for Emergency Management:

- The number of LEAs with high-quality emergency operations plans (EOPs) at the start of the grant compared to the number of LEAs with high-quality EOPs at the end of the grant.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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### Elementary and secondary school counseling

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

(dollars in thousands)

FY 2016 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2015</u>	<u>2016</u>	<u>Change</u>
\$49,561	\$49,561	0

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<sup>1</sup> The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.

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### PROGRAM DESCRIPTION

The Elementary and Secondary School Counseling (ESSC) program provides grants to local educational agencies (LEAs) to establish or expand elementary 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)
2011 .....	\$52,395
2012 .....	52,296
2013 .....	49,561
2014 .....	49,561
2015 .....	49,561

### FY 2016 BUDGET REQUEST

The Administration is requesting \$49.6 million for the Elementary and Secondary School Counseling program for fiscal year 2016, the same as the 2015 level. Funds would provide continued support to local educational agencies to establish or expand elementary and secondary school counseling programs.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Elementary and secondary school counseling

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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 2009 review of school counseling research, Whiston and Quinby 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. However, too few students have access to these benefits. As of the 2012-2013 school year, each school counselor was responsible for counseling, on average, 482 students; depending on the State, the number of students per counselor ranges from 215 to 879. Furthermore, the 2014 Civil Rights Data Collection reports that one in five high schools lacks a school counselor.

In addition, the Department recognizes the importance of and need for continued support of efforts to address student mental health issues and the critical role that school counselors can play in this area. Between 13 and 20 percent of children experience a mental disorder in a given year, including anxiety, depression and drug use, and the prevalence has been increasing over the past 20 years. Estimates in "Mental Health: A Report of the Surgeon General" (1999) show that more than 20 percent of American children and adolescents between ages 9 and 17 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 ESSC program supports projects that address these issues.

#### PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Grant award funding (new)	\$14,770	\$21,472	\$17,352
Grant award funding (continuations)	\$34,295	\$27,593	\$31,713
Number of new awards	41	60	48
Number of continuations	95	76	101
Average grant award	\$361	\$361	\$361
Peer review of new award applications	\$496	\$496	\$496

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NOTE: The fiscal year 2014 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. The fiscal year 2015 appropriations act provided the same authority and the Administration's fiscal year 2016 budget would continue this authority. While the Department did not reserve funds from Elementary and Secondary School Counseling under this authority in fiscal year 2014, it may do so in fiscal years 2015 and 2016.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Elementary and secondary school counseling

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#### 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 2016 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.

Year	2010 Cohort Target	2010 Cohort Actual	2011 Cohort Target	2011 Cohort Actual	2012 Cohort Target	2012 Cohort Actual	2013 Cohort Target	2013 Cohort Actual
2011	100%	90%						
2012	100	81	100%	84%				
2013	100	90	100	88	100%	93%		
2014			100		100	95	100%	77%
2015					100		100	
2016							100	

**Additional information:** Performance data for the 2011 cohort will be available later in 2015. This is due to the fact that the Department granted many grantees in year three of their awards a 1-year, no-cost extension to complete their projects.

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

Year	2010 Cohort Target	2010 Cohort Actual	2011 Cohort Target	2011 Cohort Actual	2012 Cohort Target	2012 Cohort Actual	2013 Cohort Target	2013 Cohort Actual
2011		1,648						
2012	1,400	1,241	1,200	1,152				
2013	1,117	1,328	1,037	690		1,589		
2014					1,430	1,493	1,169	1,106
2015								
2016								

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Elementary and secondary school counseling

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**Additional information:** Performance data are collected through annual grantee reports. The Department plans to establish performance targets for the 2014, 2015 and 2016 cohorts once grantees submit baseline data.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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### Physical education program

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

(dollars in thousands)

FY 2016 Authorization: To be determined<sup>1</sup>

Budget Authority:

<u>2015</u>	<u>2016</u>	<u>Change</u>
\$47,000	\$60,000	+\$13,000

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<sup>1</sup> The GEPA extension expired September 30, 2008; reauthorizing legislation is sought for FY 2016.

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### PROGRAM DESCRIPTION

The Physical Education Program (PEP) provides grants to local educational agencies (LEAs) and community-based organizations (CBOs) to pay the Federal share of the costs of initiating, expanding, and improving physical education (PE) programs, including after-school programs, for students in kindergarten through 12<sup>th</sup> grade in order to help those students 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.

Beginning in fiscal year 2010, the Department implemented 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. These priorities require grantees to 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. These priorities also encourage grantees to take a multi-sector, comprehensive approach by working with community partners.

The Department further strengthened PEP in fiscal year 2013 by adding 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 expects this priority will 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.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Physical education program

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Funding levels for the past 5 fiscal years were:

	(dollars in thousands)
2011 .....	\$78,842
2012.....	78,693
2013.....	74,577
2014.....	74,577
2015.....	47,000

### FY 2016 BUDGET REQUEST

The Administration is requesting \$60 million for PEP for fiscal year 2016, an increase of \$13 million over the 2015 level. The request would provide funding for approximately 68 new grants to LEAs and CBOs to help students make progress toward meeting State standards in PE.

The request is informed by a significant body of evidence around the importance of and need for continued support of students' access to PE, improved nutrition, and fitness, and reflects the Administration's commitment to physical well-being as exemplified by the First Lady's Let's Move! Initiative. According to the Centers for Disease Control and Prevention (CDC), the prevalence of unhealthy body weight among children has more than doubled over the past 30 years, a major cause for concern since obese children are more likely to develop high blood pressure, high cholesterol, type 2 diabetes, and breathing problems. Specifically, the percentage of children aged 6–11 years in the United States who were obese increased from 7 percent in 1980 to 18 percent in 2012 and the percentage of adolescents aged 12–19 years who were obese increased from 5 percent to 21 percent over the same period. In all, more than one third of children and adolescents were overweight or obese in 2012.

According to the 2011-12 National Survey of Children's Health conducted by the CDC, just over one-third of children ages 6-17 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, partly at the secondary school level. According to the CDC's Youth Risk Behavior Survey, only 32 percent of students in grades 9-12 attended daily PE classes in 2011, and, in 2013, 52 percent of high school students did not attend PE classes in an average school week. In addition to its important role in reducing health risks, physical activity can have positive implications in the classroom as well. A CDC review of research in 2010 also found substantial evidence that physical activity can help improve academic achievement and positively impact cognitive skills and academic behavior.

The Department has made significant improvements to PEP over the past 5 years aimed at enhancing its impact on encouraging the development of lifelong healthy habits and improving physical and nutrition education programming and policies in schools and communities. The changes the Department implemented in PEP in 2010 and 2013 have resulted in positive outcomes. For example, prior to the 2010 regulations, very few of the program's grantees worked closely with their local government on their PEP projects, whereas approximately 85 percent of the grantees since the regulations have coordinated with local government. Additionally, the Department has received a positive response from grantees regarding the

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Physical education program

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nutrition requirement, with many stating that it is likely to improve the effectiveness of their projects. The request also recognizes that the Department receives a large number of high-quality applications in each competition. In the 2013 PEP competition, the Department received 198 high-scoring applications and only had enough funding available for new awards to fund 60 grants.

#### PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
Grant award funding (new)	\$34,715	0	\$34,072
Grant award funding (continuations)	39,767	\$47,000	25,728
Peer review of new award applications	0 <sup>1</sup>	0	200
Evaluation	95	0 <sup>2</sup>	0 <sup>2</sup>
Number of new grant awards	67	0	68
Number of continuation grant awards	115	125	66
Average grant award	\$409	\$376	\$446

<sup>1</sup> In fiscal year 2014, the Department made new awards to applicants from the fiscal year 2013 slate.

<sup>2</sup> The fiscal year 2015 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. The Administration's fiscal year 2016 budget would continue this authority. Some or all of the funds that may be reserved from the Physical Education Program under section 9601 may be used under the ESEA pooled evaluation authority in fiscal years 2015 and 2016.

#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2016 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 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.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Physical education program

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Along with the changes to PEP implemented in the fiscal year 2013 competition, the Department revised one of the measures developed in 2010. The new measure is replacing measure (2), age-appropriate cardiovascular fitness level, with a more comprehensive measure of fitness: 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 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 early 2015.

**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 students served by the grant who engage in at least 60 minutes of daily physical activity.

Year	2010 Cohort Target	2010 Cohort Actual	2011 Cohort Target	2011 Cohort Actual	2012 Cohort Target	2012 Cohort Actual	2013 Cohort Target	2013 Cohort Actual
2011		65%		44%				
2012		68		46		30%		
2013	69%			42		34		31%
2014			45%		35%	39		42
2015					38		45%	
2016							49	

**Measure:** The percentage of students served by the grant who achieve age-appropriate cardiovascular fitness levels.

Year	2010 Cohort Target	2010 Cohort Actual	2011 Cohort Target	2011 Cohort Actual	2012 Cohort Target	2012 Cohort Actual
2011		44%		31%		
2012		55		44		56%
2013	57%			47		59
2014			49%		60%	62
2015					64	

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Physical education program

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**Measure:** 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.

Year	2010 Cohort Target	2010 Cohort Actual	2011 Cohort Target	2011 Cohort Actual	2012 Cohort Target	2012 Cohort Actual	2013 Cohort Target	2013 Cohort Actual
2011		20%		29%				
2012		41		39		25%		
2013	43%			53		30		28%
2014			55%		32%	38		41
2015					35		44%	
2016							48	

**Additional information:** The Department expects to have final data for the 2010 cohort in early 2015. The lag in reporting data is due to the fact that, each year, the Department provides many grantees in year three of their awards a 1-year, no-cost extension to complete their projects. The Department expects to have baseline and year 1 data for the 2014 cohort in late 2015 and additional data for the 2011 and 2013 cohorts in early 2016. The final data on the 2012 cohort, due to no-cost extensions as noted above, will not be available until early 2017.

**Measure:** 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.

Baseline and year 1 data for this measure are available for the 2013 cohort. Among the students served, 24 percent met the standards in at least five of the six fitness areas at the beginning of the first school year and 30 percent achieved that level of performance at the end of the school year. The Department expects to have baseline and year 1 data for the 2014 cohort in late 2015 and year 2 data for the 2013 cohort in early 2016.

### Efficiency Measure

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

**Measure:** The cost per student who engages in at least 60 minutes of daily physical activity.

Year	2010 Cohort Target	2010 Cohort Actual	2011 Cohort Target	2011 Cohort Actual	2012 Cohort Target	2012 Cohort Actual	2013 Cohort Target	2013 Cohort Actual
2011		\$884						
2012		880		\$811				
2013	\$750			425		\$347		
2014			\$400		\$300	328		\$488
2015					280		\$450	
2016							400	

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### Physical education program

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**Additional information:** The calculation for this measure includes both Federal and non-Federal funding. Unlike the measures in the above tables, there is no baseline figure for each cohort because there are no costs to report at the start of the grant.

### Other Performance Information

The Department is conducting an evaluation of the 2010 cohort of PEP grantees. Preliminary findings, released 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 also shows 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 such as pedometers, and the failure of students to complete and return the surveys needed for the performance measures. The final report will be available in early 2015.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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### Promise Neighborhoods

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

(dollars in thousands)

FY 2016 Authorization: To be determined <sup>1</sup>

Budget Authority:

	<u>2015</u>	<u>2016</u>	<u>Change</u>
	\$56,754	\$150,000	+\$93,246

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<sup>1</sup> The GEPA extension expired September 30, 2008. Reauthorizing legislation is sought for FY 2016.

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### PROGRAM DESCRIPTION

Promise Neighborhoods provides competitive grants to support distressed communities in developing or implementing a sustainable plan for providing a continuum of effective family and community services, strong family supports, and 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 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.

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### Promise neighborhoods

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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. To be eligible, such organizations must be 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)
2011 .....	\$29,940
2012 .....	59,887
2013 .....	56,754
2014 .....	56,754
2015 .....	56,764

### FY 2016 BUDGET REQUEST

The Administration requests \$150 million in fiscal year 2016 for Promise Neighborhoods, an increase of \$93 million over the 2015 level. Fiscal year 2016 funds would support an estimated 25 new planning grants and up to 25 new implementation grants as well as support for 7 continuation awards for the 2012 cohort of implementation grantees. Funds would also be used to expand technical assistance to grantees.

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Promise Neighborhoods supports the goal of providing all children and youth in high-need communities with access to a 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, especially concentrated 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 factors are known to lead to negative educational, social, and economic outcomes. Surmounting these challenges requires a concentrated and comprehensive approach that Federal, State, and local programs have historically not 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 living in a 97-block zone in New York City. Evidence suggests that HCZ's Promise Academy schools are central to students achieving at significantly higher levels in reading and math than similarly situated students that receive HCZ's family and community supports, but do not attend an Academy. 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. (Go to <http://hcz.org/results/> for more information.)

While HCZ results reflect over 20 years of work, the first Promise Neighborhoods implementation grantees have been engaged in implementing their approved plans for just 3 years. Still, early reviews are promising and grantees report early successes as they work to establish the necessary systems, programs, and infrastructure for wide-scale improvement in outcomes within their neighborhoods. Many grantees report increased efforts to (1) engage parents in the communities; (2) improve the health and environmental conditions for community members; and (3) establish programs that create a bridge between high school and postsecondary educational and career opportunities. As a result of these and additional efforts, some notable successes from the 2013-2014 school year include:

- In the Hayward, California project, the suspension rate dropped by 92 percent at one school and four of the six schools in that neighborhood have shed the State's school improvement designation.
- For United Way of San Antonio and Bexar County, in one year, 50 percent of students who participated in "Kinder Prep Academy" were assessed as ready for kindergarten, compared to 29 percent of all kindergarten students; there was a one-year reduction in chronic absenteeism for 7th graders in one year (from 10.8 percent to 8.8 percent); and, an increase in the graduation rate since 2008 (from 46 percent to 81 percent).
- In the Indianola, Mississippi project, high school English teachers who received 25 coaching sessions saw the scores of their students increase by 32 percent compared to the baseline.

Promise Neighborhoods projects report many other promising practices that need additional time to demonstrate positive outcomes. For example, there are five grantees that have

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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integrated support for families to open college savings accounts into their continuum of services. Research tells us that children from low- to moderate-income families who have designated funds saved for school are 4.5 times more likely to graduate from college than children with no account.

When funding was available for new grant awards (in fiscal years 2010 through 2012), the demand for Promise Neighborhood grants far exceeded the available funding. The increased investment proposed for fiscal year 2016 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 2016. The Department also believes that a larger Federal investment will help attract non-Federal financial support from philanthropies, private sources, and other governmental entities. Additionally, to maximize benefits from existing Federal funding, the Department has begun work with the Department of Housing and Urban Development (HUD) to ensure coordination within communities that intend to apply for both Promise Neighborhoods and HUD's Choice Neighborhoods planning grants.

The Department would retain nearly 5 percent of the annual appropriation for national leadership activities, which would continue to support direct assistance and coaching for grantees. Other activities would include working with grantees on collection strategies for required indicator data and ongoing work on a database that will house and record these performance data. Provided the data are of sufficient quality, the initial data file of indicator and implementation data from the 2011 and 2012 cohorts of grantees will be made available to researchers as a restricted-use file.

With a portion of the national leadership funds, the Department would also continue support for technical assistance for the Building Neighborhood Capacity Program (BNCP). The goal of BNCP is to provide support for low-income neighborhoods to build the infrastructure and access the resources needed to improve individual and family outcomes in areas such as education, employment, safety, and housing. BNCP helps neighborhoods develop this community capacity – the knowledge, skills, relationships, interactions and organizational resources – that enables residents, civic leaders, the public and private sectors and local organizations to create and pursue results-driven neighborhood revitalization plans. Established in 2011 as part of the White House Neighborhood Revitalization Initiative's (NRI) partnership between the Departments of Education, HUD, Justice, Health and Human Services, and Treasury, BNCP continues to grow, catalyzing community-driven change in neighborhoods that have historically faced barriers to revitalization. BNCP launched in eight neighborhoods in August 2012 and is expanding to an additional four by January 2015.

In January 2014, the Administration launched the Promise Zones Initiative by designating five communities as Promise Zones. This initiative builds on the work of the NRI and Strong Cities, Strong Communities (SC2)<sup>1</sup>, and is intended to lead to the revitalization of many of America's

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<sup>1</sup> SC2 is a Federal interagency initiative that is designed to help lay the foundation for economic recovery and transformation in some of the Nation's most economically distressed cities. The following Federal agencies are participating in SC2: 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.

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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 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. The Administration will designate an additional 15 Promise Zones in fiscal year 2015, selecting communities that identify a set of positive outcomes for their proposed Zone and its residents, develop an evidence-based strategy and implementation plan, encourage private investment, and realign Federal, State, local, and Tribal resources to achieve those outcomes. The designation process ensures rural and Native American representation.

The Budget request includes tax incentives to stimulate economic activity and create jobs within and around Promise Zones, which also receive intensive Federal technical assistance aimed at breaking down regulatory barriers and using existing Federal funds in more coordinated and effective ways. In addition, applicants from Promise Zones will receive competitive preference points for other Federal discretionary grant programs that will contribute to the Promise Zone goal attainment. The Department developed a priority for programs and projects that support activities in designated Promise Zones, beginning in fiscal year 2014, and this priority will be used in the fiscal year 2016 Promise Neighborhoods competition.

### PROGRAM OUTPUT MEASURES (dollars in thousands)

<u>Measures</u>	<u>2014</u>	<u>2015</u>	<u>2016</u>
<u>Planning Grants</u>			
Number of new awards	0	0	25
Funding for new awards	0	0	\$12,500
<u>Implementation Grants</u>			
Number of new awards	0	0	25
Funding for new awards	0	0	\$95,060
Number of continuing awards	12	12	7
Funding for continuing awards	\$54,301	\$54,480	\$37,060
<u>National Activities</u>			
Technical assistance	\$1,200	\$1,200	\$2,980
BNCP	0	0	\$500
Data and evaluation assistance	\$1,253	\$1,074	\$1,200
Peer review of new award applications	0	0	\$700

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NOTE: The fiscal year 2014 appropriations act authorized the Department to pool evaluation funds reserved under section 9601 of the ESEA and use those pooled funds to evaluate any ESEA program. The fiscal year 2015 appropriations act provided the same authority and the Administration's fiscal year 2016 budget would continue this authority. While the Department did not reserve funds from Promise Neighborhoods under this authority in fiscal year 2014, it may do so in fiscal years 2015 and 2016.

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#### PROGRAM PERFORMANCE INFORMATION

##### Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in FY 2016 and future years, as well as the resources and efforts invested by those served by this program.

The Department 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 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 points or more in the final review of the fiscal year 2011 implementation competition. Fiscal year 2011 planning grantees were more successful, with 7 of the 15 planning grantees, or 47 percent, receiving a score of 90 points or more in the final review of the fiscal year 2012 implementation competition. Overall, of the 35 applicants that scored 90 points or better in the 2011 and 2012 implementation competitions, 71 percent were planning grantees. Since a competition has not been held since fiscal year 2012, no new data are available.

The Department established 15 performance measures for implementation grantees through the notice inviting applications. Data from the first cohort of implementation grantees became available in May 2013, but inconsistent data collection practices among the grantees limited the validity and reliability of these data. The Department's release of a guidance document for data collection led to much-improved data for year 2 of the first cohort of grantees. The second cohort of implementation grantees has also reported baseline data following their first year of project implementation. Within the next 2 years, most grantees will be able to provide comparable data on the measures for student proficiency on State assessments in reading/language arts and mathematics; average daily attendance; and chronic absenteeism.

Through its data and evaluation assistance contract, the Department will continue providing 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 includes refining and improving grantee performance measures, data collection strategies, data analyses, and meeting reporting requirements. Beginning in 2014, all implementation grantees are using the Promise Neighborhoods Scorecard to report their data and information on the solutions they are implementing. By the end of 2015, all grantees will also have in place data plans to address critical issues like parental consent and Institutional Review Boards.

##### Other Performance Information

Consistent with the Administration's support for place-based strategies, the Department contributed fiscal year 2012 funds to an evaluation of SC2. The evaluation examined the impact of SC2 on the six pilot cities in the first 18 months of implementation. The evaluation found that

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the SC2 team approach can be an effective way to address the priorities of cities facing significant economic challenges and identified a number of factors affecting the success of SC2 teams. Additionally, the evaluators identified a number of potential improvements to the approach for three stages of the engagement: before implementation of SC2 team activities, during implementation, and as implementation nears completion. A final report is available at <http://www.huduser.org/portal/sc2/FinalReport.html>.