

Department of Education
SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Fiscal Year 2019 Budget Request

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For carrying out activities authorized by section 4631(a)(1)(B) of the ESEA, \$43,000,000¹.

NOTES

A full-year 2018 appropriation for this account was not enacted at the time the budget was prepared; therefore, the budget assumes this account is operating under the Continuing Appropriations Act, 2018 (P.L. 11-56, as amended). The amounts included for 2018 reflect the annualized level provided by the continuing resolution.

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

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<u>1... For carrying out activities authorized by section 4631(a)(1)(B) of the ESEA, \$43,000,000.</u>	This language earmarks funds for School Safety National Activities other than Project SERV (section 4631(a)(1)(B)) to override: (1) the \$5 million reservation for School Safety National Activities in ESEA section 4601(b); and (2) the language in ESEA section 4601(b)(1) that requires the Department to “use a portion of such funds for Project SERV,” because the budget request does not include funds for Project SERV.

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Appropriation, Adjustments, and Transfers

(dollars in thousands)

Appropriation/Adjustments/Transfers	2017	2018 Annualized CR	2019
Discretionary:			
Appropriation.....	\$151,254	0	\$43,000
Annualized CR (P.L. 115-56, as amended)	<u>0</u>	<u>\$150,227</u>	<u>0</u>
Total, discretionary appropriation	151,254	150,227	43,000

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Summary of Changes

(dollars in thousands)

2018 Annualized CR	\$150,227
2019.....	<u>43,000</u>
Net change	-107,227

	<u>2018</u> <u>Annualized CR</u>	<u>Change</u> <u>from base</u>
Decreases:		
<u>Program</u>		
Reduce funding for School Safety National Activities primarily because funds are requested only for School Climate Transformation Grants and technical assistance to address the opioid epidemic, and are not requested for Project Prevent Grants or the Readiness and Emergency Management for Schools technical assistance center.	\$67,538	-\$24,538
Eliminate funding for the Promise Neighborhoods program because it has limited impact on a national scale and authorized activities may be more appropriately supported with other Federal, State, local, and private funding streams.	72,757	-72,757
Eliminate funding for the Full-Service Community Schools program because it has limited impact on a national scale and authorized activities may be more appropriately supported with other Federal, State, local, and private funding streams.	9,932	-9,932
Subtotal, decreases		<u>-107,227</u>
Net change		-107,227

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Authorizing Legislation
(dollars in thousands)

Activity	2018 Authorized	2018 Annualized CR	2019 Authorized	2019 Request
School safety national activities (<i>ESEA IV-F, Subpart 3, Section 4631</i>)	\$5,000 ¹	\$67,538	\$5,000 ²	\$43,000
Promise neighborhoods (<i>ESEA IV-F, Subpart 2, section 4624</i>)	⁽³⁾	72,757	⁽⁴⁾	0
Full-service community schools (<i>ESEA IV-F, Subpart 2, section 4625</i>)	<u>⁽³⁾</u>	<u>9,932</u>	<u>⁽⁴⁾</u>	<u>0</u>
Total definite authorization	5,000		5,000	
Total appropriation		150,227		43,000

¹ A total of \$200,741 thousand is authorized for Part F of Title IV. Of the funds appropriated for Part F, \$5,000 thousand is reserved under section 4601(b)(1) to carry out the School Safety National Activities under Subpart 3 (section 4631).

² A total of \$220,741 thousand is authorized for Part F of Title IV. Of the funds appropriated for Part F, \$5,000 thousand is reserved under section 4601(b)(1) to carry out the School Safety National Activities under Subpart 3 (section 4631). The budget request includes appropriations language to override the authorization level.

³ A total of \$200,741 thousand is authorized for Part F of Title IV. Of the amount appropriated for Part F, \$5,000 thousand is reserved for Subpart 3 and of the remainder, 36 percent is for the Promise Neighborhoods and Full-Service Community Schools programs under Subpart 2.

⁴ A total of \$220,741 thousand is authorized for Part F of Title IV. Of the amount appropriated for Part F, \$5,000 thousand is reserved for Subpart 3 and of the remainder, 32 percent is for the Promise Neighborhoods and Full-Service Community Schools programs under Subpart 2.

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Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2010	\$413,608	\$395,753	\$438,061 ¹	\$393,053
2011	1,786,166	384,841 ²	426,053 ¹	288,465 ³
2012	1,781,132	65,000 ⁴	270,463 ⁴	255,753
2013	1,447,539	108,487 ⁵	259,589 ⁵	242,375
2014	1,831,673	N/A ⁶	330,481 ¹	270,892
2015	1,463,370	N/A ⁶	270,892 ⁷	223,315
2016	349,561	56,754 ⁸	120,314 ⁸	244,815
2017	228,000	63,254 ⁹	143,354 ⁹	151,254 ⁹
2018	134,857	138,000 ¹⁰	131,254 ¹⁰	150,227 ¹⁰
2019	43,000			

¹ The level for the Senate allowance reflects Committee action only.

² The level for the House allowance reflects the House-passed full-year continuing resolution.

³ The level for appropriation reflects the Department of Defense and Full-Year Continuing Appropriations Act, 2011 (P.L. 112-10).

⁴ The level for the House allowance reflects an introduced bill; the level for the Senate allowance reflects Senate Committee action only.

⁵ 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.

⁶ The House Allowance is shown as N/A because there was no Subcommittee action.

⁷ The level for the Senate allowance reflects Senate Subcommittee action only.

⁸ The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

⁹ The levels for House and Senate allowances reflect Committee action on the regular annual 2017 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

¹⁰ The level for the House reflects floor action on the Omnibus appropriations bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the annualized Continuing Resolution level.

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Significant Items in FY 2018 Appropriations Reports

Promise Neighborhoods

Senate: The Committee recommendation modifies bill language included last year regarding Promise Neighborhood extension grants and directs the Department to award two-year extension grants on a competitive basis no later than March 31, 2018 to high quality Promise Neighborhood programs that have demonstrated positive and promising results through their initial implementation grant and that propose to continue pursuing ambitious goals through an extension of that grant. The Committee expects that grantees would be eligible for extension grants in an amount to allow them to continue to pursue ambitious goals while also supporting sustainability planning. Further, the Committee expects that a funding opportunity announcement will be published promptly with funding awarded as soon as possible, no later than March 31, 2018, to limit disruption and uncertainties for grantees. Finally, the Committee encourages the Department to prioritize funding for programs operating in particularly underserved areas.

Response: The Department intends to award extension grants to those grantees that have demonstrated positive and promising results through their initial implementation grants by March 31, 2018, or as close as possible to that date pending final fiscal year 2018 appropriations action.

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DEPARTMENT OF EDUCATION FISCAL YEAR 2019 PRESIDENT'S BUDGET
(in thousands of dollars)

	Category Code	2017 Appropriation	2018 Annualized CR	2019 President's Budget	2019 President's Budget Compared to 2018 Annualized CR Amount	Percent
Safe Schools and Citizenship Education						
1. School safety national activities (ESEA IV-F-3, section 4631)	D	68,000	67,538	43,000	(24,538)	-36.33%
2. Promise neighborhoods (ESEA IV-F-2, section 4624)	D	73,254	72,757	0	(72,757)	-100.00%
3. Full-service community schools (ESEA IV-F-2, section 4625)	D	10,000	9,932	0	(9,932)	-100.00%
Total	D	151,254	150,227	43,000	(107,227)	-71.38%

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

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Summary of Request

A full-year fiscal year 2018 appropriation was not enacted at the time the fiscal year 2019 Budget was prepared; therefore, the Budget assumes the Department is operating under the Continuing Appropriations Act, 2018 (Division D of P.L. 115–56, as amended). The amounts included for fiscal year 2018 reflect the annualized level provided by the continuing resolution.

Funding in the amount of \$43 million is requested in this account for School Safety National Activities primarily to support new, competitively awarded School Climate Transformation Grants to help State and local educational agencies to implement evidence-based opioid-use prevention strategies for schools in communities impacted by the opioid crisis. Funds would also support related technical assistance. In carrying out these projects grantees would use multi-tiered decision-making frameworks to select and implement evidence-based behavioral practices for improving school climate and behavioral outcomes for all students. Projects may also address the mental health needs of students affected by opioid abuse within their families or communities.

No funds are requested for the Promise Neighborhoods or Full-Service Community Schools programs because they have limited impact and largely duplicate activities that are more appropriately supported through other Federal, State, local, and private funds.

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

(dollars in thousands)

FY 2019 Authorization: \$5,000¹

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$67,538	\$43,000	-\$24,538

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

PROGRAM DESCRIPTION

School Safety National Activities is a broad discretionary authority for activities to improve students' safety and well-being both during and after the school day. Activities under the program may be carried out through grants, contracts, or cooperative agreements with public and private organizations or individuals, or through agreements with other Federal agencies.

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

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

- Schools Climate Transformation Grants to State educational agencies (SEAs) and LEAs to develop and adopt, or expand to more schools, a multi-tiered decision-making framework that guides the selection, integration, and implementation of evidence-based behavioral practices for improving school climate and behavioral outcomes for all students.
- Project Prevent Grants to LEAs to help schools in communities with pervasive violence break the cycle of violence by offering students: (1) access to school-based counseling services or referrals to community-based counseling services to address trauma or anxiety; (2) social and emotional supports 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.

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- Promoting Student Resilience Grants to LEAs to build and increase their capacity to address the comprehensive behavioral and mental health needs of students in communities that have experienced significant civil unrest.
- Technical assistance to help schools, LEAs, and IHEs to (1) promote safe and supportive learning environments, and (2) develop, implement, and improve their emergency management plans.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014	\$90,000
2015	70,000
2016	75,000
2017	68,000
2018	67,538

FY 2019 BUDGET REQUEST

For fiscal year 2019 the Administration requests \$43 million for School Safety National Activities, a reduction of \$24.5 million from the fiscal year 2018 annualized CR level. The request includes appropriations language that overrides the authorization level provided for this program in the Elementary and Secondary Education Act, as amended. The request would support School Climate Transformation Grants and technical assistance to help address the opioid crisis, which was responsible for more than 50,000 deaths in 2016 and has caused pain and suffering in countless families and communities across America.

The request includes \$42 million to support a new cohort of School Climate Transformation Grants (SCTGs) to enable SEAs and LEAs to develop and adopt, or expand to more schools, a multi-tiered decision-making framework that guides the selection, integration, and implementation of evidence-based behavioral practices for improving school climate and behavioral outcomes for all students.

The new grants would build on the success of the first cohort of SCTGs awarded in 2014, which helped expand the use of evidence-based, multi-tiered decision-making frameworks, such as Positive Behavioral Interventions and Supports, to improve school climates. These 5-year grants have helped schools train their teachers and other school staff to implement frameworks that provide differing levels of support and interventions to students based on their needs. For example, certain supports involve the whole school, with more targeted supports for groups of students exhibiting at-risk behaviors, and intensive individualized services for students who continue to exhibit troubling behaviors.

As a result of the 2014 cohort of SCTGs over 1,280 schools are engaged in active implementation of these frameworks as a part of the LEA grants, and over 1,500 schools are engaged in active implementation as a part of the SEA grants. Consequently, roughly 1.8 million students, along with parents and teachers, benefit from school climates that are increasingly more predictable, consistent, positive, and safe. For example, participating schools are reporting

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reductions in office discipline referrals and in suspensions and expulsions related to drugs and alcohol, as well as increases in attendance. To date, more than 2,600 training and technical assistance events have been provided by SEAs to support LEA multi-tiered behavioral framework implementation.

Within that framework, projects can address a variety of issues; for example, prevention of drug abuse, bullying, and violence (including gang-related violence). Grantees also have discretion to select the interventions that best meet the needs of their students and schools; for example, grantees may use trauma-informed care—an approach to engaging people with histories of trauma that recognizes the presence of trauma symptoms and acknowledges the role that trauma has played in their lives.

In the 2019 competition, the Department would give priority to applicants that describe how they would use funds to address the opioid epidemic, which would include, at a minimum, activities to prevent opioid abuse by students. Funding may be used to implement evidence-based strategies for preventing opioid abuse and could also address the mental health needs of students who are negatively impacted by family or community members who are (or have been) abusers. The Department may also include a priority for Bureau of Indian Education- and tribally-operated schools in communities that have experienced high levels of trauma due to the opioid crisis. Native Americans suffer the highest per capita rate of opioid overdoses and the highest death rate from overdoses of any racial demographic, and have been profoundly impacted by the epidemic.

Of the \$42 million requested, \$40 million would be used for new grant awards and \$2 million would be used for technical assistance (provided by the Department's Positive Behavioral Interventions and Supports Technical Assistance Center) to the grantees on implementing their multi-tiered behavioral frameworks with fidelity.

The request also includes \$1 million for the National Center on Safe Supportive Learning Environments. The Center provides technical assistance to SEAs and LEAs, as well as to IHEs, to help improve conditions for learning in schools and classrooms and to provide safe and healthy environments to prevent substance abuse, support student academic success, and prevent violence at the elementary, secondary, and postsecondary levels. The Center also supports the collection and dissemination of information and the identification and use of best practices on improving school climate, including through the use of the model school climate survey that was released in 2016 by the National Center for Education Statistics. The Department believes the Center is well-positioned to help SEAs, LEAs, schools, and IHEs respond effectively to the Nation's opioid epidemic. For example it will develop and provide opioid abuse prevention resources, such as publications and webinars, that would be available to all schools and postsecondary institutions.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
School Climate Transformation Grants			
SEA grant award funds (new)	0	0	\$7,625
SEA grant award funds (continuation)	\$7,580	\$7,578	0
LEA grant award funds (new)	0	0	32,000
LEA grant award funds (continuation)	35,881	35,679	0
Peer review of new award applications	0	0	375
Technical assistance	<u>3,000</u>	<u>3,000</u>	<u>2,000</u>
Total	46,461	46,257	42,000
Number of SEA awards (new)	0	0	12
Number of SEA awards (continuation)	12	12	0
Range of SEA awards	\$256-\$750	\$259-\$750	\$250-\$750
Average SEA award	\$632	\$632	\$635
Number of LEA awards (new)	0	0	64
Number of LEA awards (continuation)	70	70	0
Range of LEA awards	\$186-\$750	\$178-\$750	\$175-\$750
Average LEA award	\$513	\$510	\$500
National Center on Safe Supportive Learning Environments	\$2,300	\$2,300	\$1,000
School Emergency Response to Violence (Project SERV)	\$1,048	\$2,127	0
Project Prevent			
Grant award funds (continuation)	\$14,522	\$14,486	0
Number of LEA awards (continuation)	22	22	0
Range of awards	\$291-\$1,000	\$291-\$1,000	0
Average award	\$660	\$659	0
Promoting Student Resilience Grants			
Partial (supplemental) award to fully fund all fiscal year 2016 grantees	\$1,100	0	0
Technical assistance	<u>200</u>	<u>0</u>	<u>0</u>
Total	1,300	0	0

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<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Readiness and Emergency Management for Schools Technical Assistance Center	\$2,244	\$2,244	0
Other data collection, dissemination, outreach, and assistance	\$125	\$125	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including this one, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds for this purpose from School Safety National Activities in fiscal year 2017, but may do so in fiscal years 2018 and 2019.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information and results based on GPRA goals, objectives, measures, and performance targets. Achievement of program results is based on the cumulative effect of the resources provided in previous years and those requested in fiscal year 2019 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

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

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

Measure: The number and percentage of schools annually that are implementing the multi-tiered behavioral framework (MTBF) with fidelity.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2015		512		45%
2016	589	584	52%	55
2017	677	814	60	65
2018	936		69	
2019	1,077		79	

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Additional information: Data for 2016 are inclusive of all 70 grantees and based on a total of 1,069 schools implementing the MTBF. Data for 2017 are inclusive of 67 grantees and based on 1,250 schools implementing the MTBF. Targets represent an annual increase of 15 percent.

Measure: The number and percentage of schools that report an annual decrease in office disciplinary referrals.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2015				
2016		479		48%
2017	493	643	49%	53
2018	662		55	
2019	682		57	

Additional information: There are no 2015 data for this measure because two data points (2015 and 2016) are required for this metric. Results for 2016 are based on 61 of 70 grantees with 1,005 schools implementing the MTBF that reported valid and complete data. Results for 2017 are based on 64 grantees with 1,209 schools implementing the MTBF that reported valid and complete data. Targets represent an annual increase of 3 percent.

Measure: The number and percentage of schools that report an annual improvement in the attendance rate.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2015				
2016		495		50%
2017	520	468	53%	38
2018	495		50	
2019	520		53	

Additional information: There are no 2015 data for this measure because two data points are required for this metric. Results for 2016 are based on 61 of 70 grantees with 984 schools implementing the MTBF that reported valid and complete data. Results for 2017 are based on 64 grantees with 1,229 schools implementing the MTBF that reported valid and complete data. Targets represent an annual increase of 5 percent.

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Measure: 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.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2015				
2016		524		51%
2017	540	698	53%	59
2018	719		61	
2019	741		63	

Additional information: There are no 2015 data for this measure because two data points are required for this metric. Results for 2016 are based on 64 of 70 grantees with 1,033 schools implementing the MTBF that reported valid and complete data. Results for 2017 are based on 64 grantees with 1,191 schools implementing the MTBF that reported valid and complete data. Targets represent an annual increase of 3 percent.

SEA School Climate Transformation Grants

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

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

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

Year	Target	Actual
2015		374
2016	449	1,782
2017	1,871	2,369
2018	2,488	
2019	2,612	

Additional information: Results for 2016 are based on 9 of 12 grantees that reported valid and complete data. Results for 2017 are based on 12 grantees that reported valid and complete data. The 2016 target represents a 20 percent increase. Later targets represent an annual increase of 5 percent. Numbers in the chart reflect trainings only. The five-fold increase in trainings from 2015 to 2016 is largely attributable to two grantees that each had more than 425 trainings in 2016, although many States increased their training activity in 2016 and continued to do so in 2017.

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Measure: The number and percentage of LEAs provided training or technical assistance 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.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2015				
2016		704		98%
2017	718	512	100%	97
2018	704		100	
2019	718		100	

Additional information: There are no 2015 data for this measure because two data points are required for this metric. Results for 2016 are based on 10 of 12 grantees that reported valid and complete data. Results for 2017 are based on 12 grantees that reported valid and complete data. The reduction in the “number” actual for 2017 is largely attributable to three grantees that provided training and technical assistance to significantly fewer LEAs in 2017 than they did in 2016. However, nearly all of those LEAs reported an improvement in knowledge and understanding of the implementation of a multi-tiered behavioral framework in 2017. This explains why the 2017 “percentage” actual performance on this measure was level with 2016. Number targets for 2017 and 2019 represent an increase of 2 percent from the prior year.

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

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2015				
2016		783		49%
2017	861	1,122	54%	61
2018	1,234		67	
2019	1,357		74	

Additional information: There are no 2015 data for this measure because most grantees didn't report 2015 data for it, but instead waited until after the 2015-16 school year to report their first data results concurrently for all these measures. Results for 2016 are based on 8 of 12 grantees that reported valid and complete data. Results for 2017 are based on 11 grantees that reported valid and complete data. Targets generally represent an annual increase of 10 percent.

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Project Prevent Grants

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

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

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

Year	Target	Actual
2015		
2016		88%
2017	90%	77
2018	88	
2019	90	

Additional information: There are no 2015 data for this measure because two data points are required for this metric. Results for 2016 are based on 16 of 22 grantees that reported valid and complete data. Results for 2017 are based on 22 grantees that reported valid and complete data. Targets for 2017 and 2019 represent an increase of 2 percentage points from the prior year.

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

Year	Target	Actual
2015		
2016		100%
2017	100%	86
2018	100	
2019	100	

Additional information: There are no 2015 data for this measure because two data points are required for this metric. Results for 2016 are based on 12 of 22 grantees that reported valid and complete data. (The other 10 reported invalid or missing data because they did not have access to community health services data and school-based mental health personnel were not yet hired.) Results for 2017 are based on 22 grantees that reported valid and complete data.

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

Year	Target	Actual
2015		
2016		58%
2017	67%	45
2018	58	
2019	67	

Additional information: There are no 2015 data for this measure because two data points are required for this metric. Results for 2016 are based on 12 of 22 grantees that reported valid and complete data. (The other 10 either reported no data due to various reasons, such as an unexpected delay in the testing, validation, and release of the survey instrument they used to measure school engagement, or submitted incomplete or invalid data.) Results for 2017 are based on 20 grantees that reported valid and complete data. Reasons for the decline in performance on this measure are to be determined, but are likely due to the number of grantees changing their evaluation methods between 2016 and 2017 for implementing this measure, combined with response rates varying over time. Targets for 2017 and 2019 represent an increase of 15 percent from the prior year.

Promoting Student Resilience Grants

The Department will have data in 2019 on the following measures for the Promoting Student Resilience grants:

- The number of students served by the grants receiving school-based and community mental health services to address student needs resulting from exposure to trauma; and
- The number of community-based organizations that are coordinating and sharing resources with each other as a result of the grants.

Other Performance Information

In fiscal year 2015, the Department initiated a study to examine how States and school districts that participate in the School Climate Transformation Grant programs are coordinating services and supports with grantees funded through the Department of Health and Human Services' Project Advancing Wellness and Resilience in Education (Project AWARE) and the Department of Justice's Keeping Kids in School and Out of Court programs. The study is informed by telephone interviews with State and local grantees, and will report on ways in which grantees coordinate services, the benefits they experience from coordination, and challenges and lessons learned. A final report is scheduled for completion in spring 2018.

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Promise neighborhoods

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

(dollars in thousands)

FY 2019 Authorization: ⁽¹⁾

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$72,757	0	-\$72,757

¹A total of \$220,741 thousand is authorized for Part F of Title IV. Of the amount appropriated for Part F, \$5,000 thousand is reserved for Subpart 3 and of the remainder, 32 percent is for the Promise Neighborhoods and Full-Service Community Schools Grants programs under Subpart 2.

PROGRAM DESCRIPTION

The Promise Neighborhoods program provides competitive grants to support distressed communities in improving the academic and developmental outcomes for children, youth, and their families from birth through college. Initially authorized through appropriations language, the program was added to the Elementary and Secondary Education Act (ESEA) by the Every Student Succeeds Act (ESSA), which reauthorized the ESEA in December 2015.

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

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

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

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their first-year awards and at least 25 percent of their second-year awards for planning activities related to developing and implementing pipeline services.

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

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

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

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014	\$56,754
2015	56,754
2016	73,254
2017	73,254
2018	72,757

FY 2019 BUDGET REQUEST

The Administration's fiscal year 2019 request does not include funding for Promise Neighborhoods, reflecting an effort to refocus Federal education investments on formula programs, streamline Federal program administration, minimize regulations and requirements from Washington, and put decision-making power back in the hands of States and local communities. From 2010 to 2016 almost \$350 million was provided in grants and technical assistance to support 65 individual projects aimed at testing the potential effectiveness of comprehensive, place-based reforms as a strategy for improving educational outcomes across entire communities—a concept first demonstrated through the Harlem Children's Zone in New York City. While the Administration is still collecting performance data from these projects, the program has shown mixed results to date. Moreover, the experience of past grantees suggests strongly that the complexity of program requirements and the broad range of program goals (e.g., providing education, social, and health-related supports to children and families from birth through career and beyond) strain the ability of grantees to design and implement projects effectively and meaningfully measure and use performance data to improve outcomes. In addition, there is little evidence that grantees have successfully used funds to build sufficient

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capacity to maintain program supports beyond the standard 5-year grant period, raising questions about the long-term impact of the program. Consequently, the Administration believes that limited Federal education resources should be focused on programs like Title I Grants to Local Educational Agencies, which makes available \$15.5 billion annually to help school districts and the communities they serve target specific educational challenges, while also providing significant flexibility to use funds to address out-of-school factors—including many of those targeted by the Promise Neighborhoods program—affecting student educational performance.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Grants			
Number of new awards	4	0	0
Funding for new awards	\$22,037	0	0
Number of continuation awards	6	10	0
Funding for continuation awards	\$47,877	\$55,209	0
Funding for extensions (section 4623(b) of ESEA)	0	\$14,022	0
Number of extensions	0	3-4	0
National Activities			
Technical assistance/Data assistance	\$2,303	\$2,742	0
Peer review of new award applications	\$615	0	0
Feasibility study for national evaluation	\$422	\$500	0
Pooled Evaluation	0	\$284	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including this one, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds for this purpose from Promise Neighborhoods in fiscal year 2017, but expects to do so in fiscal year 2018.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

Fifteen performance measures for implementation grantees were established. 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. Since then, the Department has provided technical assistance to ensure that grantees collect data in a consistent manner; this assistance has led to data that are comparable across reporting years for some indicators. For example, the program can now report trends from 2013 to 2015 in academic achievement for students residing within a Promise Neighborhood: these data show that achievement in mathematics and reading/language arts remained somewhat steady from 2013 to 2014, with a drop in achievement in 2015 which grantees attribute largely to changing

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State assessments in these content areas. In addition, grantees reported reduced rates of chronic absenteeism from 2013 to 2014, with a slight uptick in 2015.

Grantees from the second cohort of implementation grants, awarded in 2012, reported that high school graduation rates rose from 66 percent in 2014 to 81 percent in 2015. The 2012 cohort also reported an 8 percentage point drop in the student mobility rate from 2013 to 2015. Increased stability at home and in a child's community, fostered in part by the kinds of services the Promise Neighborhoods program provides to distressed communities, can create a more positive environment for students to focus on school.

Through its data and evaluation assistance contract, the Department has continued to provide assistance to grantees on data collection and reporting. This assistance includes refining and improving grantee performance measures, data collection strategies, data analyses, and meeting reporting requirements. As a result, grantees have learned the importance of a strong data collection infrastructure and have largely increased their knowledge of and comfort level with data analysis and reporting as well as executing secure data sharing agreements with school districts.

In 2017, the Department worked with its technical assistance contractor to develop 14 new performance measures for the 2017 cohort of grantees, and data from the first year of implementation will be available in spring 2019. The measures are designed to determine whether grantees are making progress toward shared goals such as children entering kindergarten ready to learn; students successfully transitioning from middle to high school; students feeling supported, safe, and healthy in and outside of school; and students having the tools they need to thrive academically. The new performance measures are:

- Number and percentage of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning as determined using developmentally appropriate early learning measures.
- Number and percentage of students at or above grade level according to State mathematics assessments in at least the grades required by the ESEA (3rd through 8th grades and once in high school).
- Number and percentage of students at or above grade level according to State English language arts assessments in at least the grades required by the ESEA.
- Attendance rates of students in 6th, 7th, 8th, and 9th grades as defined by average daily attendance.
- Chronic absenteeism rate of students in 6th, 7th, 8th, and 9th grades.
- Four-year adjusted cohort graduation rate.
- Number and percentage of Promise Neighborhood students who enroll in a 2-year or 4-year college or university after graduation.

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- Number and percentage of Promise Neighborhood students who graduate from a 2-year or 4-year college or university or vocational certification program.
- Number and percentage of children who consume five or more servings of fruits and vegetables daily.
- Number and percentage of children who feel safe at school and traveling to and from school as measured by a school climate survey.
- Student mobility rate.
- Number and percentage of parents or family members that read to or encourage their children to read three or more times a week or reported their child read to themselves three or more times a week (birth-8th grade).
- Number and percentage of parents or family members who report talking about the importance of college and career (9th-12th grade).
- Number and percentage of students who have school and home access to broadband internet and a connected computing device.

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Full-service community schools

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

(dollars in thousands)

FY 2019 Authorization: ⁽¹⁾

Budget Authority:

<u>2018</u> <u>Annualized CR</u>	<u>2019</u>	<u>Change from</u> <u>Annualized CR</u>
\$9,932	0	-\$9,932

¹ A total of \$220,741 thousand is authorized for Part F of Title IV. Of the amount appropriated for Part F, \$5,000 thousand is reserved for Subpart 3 and of the remainder, 32 percent is for the Full-Service Community Schools and Promise Neighborhoods programs under Subpart 2.

PROGRAM DESCRIPTION

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

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

FSCS awards grants for 5-year project periods; the program currently supports 21 grantees funded under the program as it existed prior to reauthorization by the Every Student Succeeds Act (ESSA) in 2015, 9 that received initial funding in fiscal year 2014 and 12 that began their projects with fiscal year 2015 funds.

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2014	\$10,649
2015	9,710
2016	10,000
2017	10,000
2018	9,932

NOTE: Prior to 2017, funds were provided under the Fund for the Improvement of Education Programs of National Significance in the Innovation and Improvement account.

FY 2019 BUDGET REQUEST

The Administration's fiscal year 2019 request does not include funding for FSCS. This program has limited impact on a national scale and authorized activities may be more appropriately supported with other Federal, State, local, and private funding streams. Awards for this program are relatively small—usually about \$500,000—and reach only a handful of communities in a school system composed of more than 16,000 LEAs nationwide. By contrast, nearly all LEAs receive ESEA Title I, Part A funds that may be used to provide comprehensive, integrated academic and social services as part of their Title I schoolwide programs (through a new State waiver authority, the ESEA potentially allows LEAs to operate schoolwide programs in any participating Title I school, regardless of its poverty rate; the previous authorization generally limited schoolwide programs to schools with at least a 40 percent poverty rate). In addition, there is little evidence that the program improves student educational outcomes; the program's performance indicators merely measure the extent to which services are provided, and not the impact of those services. The 2014 cohort will complete its projects in fiscal year 2018, and the Administration anticipates that grantees in the 2015 cohort would be able to use Title I funds or other Federal, State, or local resources to finance their final year of activities.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Average continuation award	\$476	\$473	0
Number of continuation awards	21	21	0

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

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Full-service community schools

the cumulative effect of the resources provided in previous years, as well as the resources and efforts invested by those served by this program.

The Administration established the following performance measure for grantees:

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

Year	Actual
2014	104%
2015	111
2016	123
2017	
2018	

Additional information: All grantees must submit an annual performance report that includes program performance data, including project-specific indicators. The term “individuals targeted for services” is specific to each project; FSCS grantees may provide a wide range of services and may target different combinations of students, parents, or community members. In 2016, 123 percent of targeted individuals for the 2014 and 2015 cohorts, combined, received services, meaning that grantees served more targeted individuals than planned.