

**Department of Education**  
**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

**Fiscal Year 2020 Budget Request**

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State tables reflecting final 2018 allocations and 2019 and 2020 estimates are posted on the Department's webpage at: <https://www2.ed.gov/about/overview/budget/statetables/index.html>

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

For carrying out activities authorized by [subparts 2 and 3 of part F of title IV] section 4631 of the ESEA, [\$190,754,000] \$200,000,000 [: *Provided*, That \$95,000,000 shall be available for section 4631]<sup>1</sup>, of which up to [\$5,000,000] \$10,000,000, to remain available until expended, shall be for the Project School Emergency Response to Violence (Project SERV) program:<sup>2</sup> *Provided*, That \$100,000,000 shall be for school safety grants to States, of which the Secretary shall (1) reserve \$500,000 for the outlying areas, to be distributed among those outlying areas on the basis of their relative shares of the number of individuals aged 5 through 17, as determined by the Secretary on the basis of the most recent satisfactory data; (2) reserve \$500,000 for the Secretary of the Interior for programs in schools operated or funded by the Bureau of Indian Education; and (3) award the remaining \$99,000,000 among the 50 States, the District of Columbia, and Puerto Rico based on their relative shares of the number of individuals aged 5 through 17 as determined by the Secretary on the basis of the most recent satisfactory data: *Provided further*, That the minimum grant size awarded to the 50 States, the District of Columbia, and Puerto Rico shall be \$500,000: *Provided further*, That funds awarded under the first proviso shall be used for activities authorized under section 4104(b) and consistent with the purposes of section 4108 of the ESEA, in accordance with a plan that shall be submitted to the Secretary at such time and in such manner as the Secretary may require<sup>3</sup> [: *Provided further*, That \$17,500,000 shall be available for section 4625:<sup>4</sup> *Provided further*, That \$78,254,000 shall be available through December 31, 2019, for section 4624]<sup>5</sup>. (Department of Education Appropriations Act, 2019.)

### NOTE

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.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Analysis of Language Provisions and Changes

Language Provision	Explanation
<p><sup>1</sup> For carrying out activities authorized by [subparts 2 and 3 of part F of title IV] <u>section 4631</u> of the ESEA, [<del>\$190,754,000</del>] <del>\$200,000,000</del> [: Provided, That \$95,000,000 shall be available for section 4631]...</p>	<p>This language earmarks funds for School Safety National Activities (section 4631) in order to override the \$5 million reservation for School Safety National Activities in section 4601(b)(1) of the Elementary and Secondary Education Act (ESEA).</p>
<p><sup>2</sup>...of which up to [<del>\$5,000,000</del>] <del>\$10,000,000</del>, to remain available until expended, shall be for the Project School Emergency Response to Violence (Project SERV) program:</p>	<p>This language earmarks funds for Project SERV (under School Safety National Activities) and makes these funds available for obligation at the Federal level until they are expended.</p>

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Analysis of Language Provisions and Changes

Language Provision	Explanation
<p><sup>3</sup>...<u>Provided, That \$100,000,000 shall be for school safety grants to States, of which the Secretary shall (1) reserve \$500,000 for the outlying areas, to be distributed among those outlying areas on the basis of their relative shares of the number of individuals aged 5 through 17, as determined by the Secretary on the basis of the most recent satisfactory data; (2) reserve \$500,000 for the Secretary of the Interior for programs in schools operated or funded by the Bureau of Indian Education; and (3) award the remaining \$99,000,000 among the 50 States, the District of Columbia, and Puerto Rico based on their relative shares of the number of individuals aged 5 through 17 as determined by the Secretary on the basis of the most recent satisfactory data: Provided further, That the minimum grant size awarded to the 50 States, the District of Columbia, and Puerto Rico shall be \$500,000: Provided further, That funds awarded under the first proviso shall be used for activities authorized under section 4104(b) and consistent with the purposes of section 4108 of the ESEA, in accordance with a plan that shall be submitted to the Secretary at such time and in such manner as the Secretary may require...</u></p>	<p>This language would permit the Secretary to award \$100 million of the 2020 appropriation for School Safety National Activities as formula grants to States and authorize States to use those funds for a wide range of State-level school safety activities consistent with the purposes of ESEA section 4018. Of the \$100 million the Secretary would: (1) reserve \$500,000 for the outlying areas, to be distributed based on their relative shares of population aged 5 through 17; (2) reserve \$500,000 for programs in schools operated or funded by the Bureau of Indian Education; and (3) award the remaining \$99 million among the 50 States, the District of Columbia, and Puerto Rico based on their relative shares of population aged 5 through 17, with a minimum grant size of \$500,000.</p>
<p><sup>4</sup>...[: <i>Provided further, That \$17,500,000 shall be available for section 4625:...</i>]</p>	<p>This language earmarks funds for the Full-Service Community Schools program in order to override the authorized level for the program under ESEA section 4601(b)(2)(B). It is deleted because the budget request does not include funds for this program.</p>

**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

**Analysis of Language Provisions and Changes**

Language Provision	Explanation
<sup>5</sup> [... <i>Provided further</i> , That \$78,254,000 shall be available through December 31, 2019, for section 4624].	This language earmarks funds for the Promise Neighborhoods program in order to override the authorized level for the program under ESEA section 4601(b)(2)(B), and gives the Department an additional 3 months beyond the end of fiscal year 2019 to obligate them. It is deleted because the budget request does not include funds for this program.

**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

**Appropriation, Adjustments, and Transfers**

(dollars in thousands)

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Appropriation/Adjustments/Transfers	2018	2019	2020
<b>Discretionary:</b>			
Appropriation.....	<u>\$185,754</u>	<u>\$190,754</u>	<u>\$200,000</u>
Total, discretionary appropriation .....	185,754	190,754	200,000

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## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Summary of Changes

(dollars in thousands)

2019.....	\$190,754
2020.....	<u>200,000</u>
Net change .....	+9,246

	<u>2019 base</u>	<u>Change from base</u>
<b>Increases:</b>		
<u>Program:</u>		
Increase for School Safety National Activities to support proposed State formula grants that would allow States to develop and implement their own school safety strategies based on State and local needs and priorities, while also drawing on the recommendations included in the Final Report of the Federal Commission on School Safety released in December 2018.	\$95,000	+\$105,000
<b>Decreases:</b>		
<u>Program</u>		
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.	78,254	-78,254
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.	17,500	-17,500
Subtotal, decreases		<u>-95,754</u>
Net change		+9,246

**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

**Authorizing Legislation**  
(dollars in thousands)

Activity	2019 Authorized	2019	2020 Authorized	2020 Request
School safety national activities ( <i>ESEA IV-F, Subpart 3, section 4631</i> )	\$5,000 <sup>1</sup>	\$95,000	\$5,000 <sup>1</sup>	\$200,000
Promise neighborhoods ( <i>ESEA IV-F, Subpart 2, section 4624</i> )	<sup>(2)</sup>	78,254	<sup>(2)</sup>	0
Full-service community schools ( <i>ESEA IV-F, Subpart 2, section 4625</i> )	<sup>(2)</sup>	<u>17,500</u>	<sup>(2)</sup>	<u>0</u>
Total definite authorization	5,000		5,000	
Total appropriation		190,754		200,000

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

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

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2011	\$1,786,166	\$384,841 <sup>1</sup>	\$426,053 <sup>2</sup>	\$288,465 <sup>3</sup>
2012	1,781,132	65,000 <sup>4</sup>	270,463 <sup>4</sup>	255,753
2013	1,447,539	108,487 <sup>5</sup>	259,589 <sup>5</sup>	242,375
2014	1,831,673	N/A <sup>6</sup>	330,481 <sup>1</sup>	270,892
2015	1,463,370	N/A <sup>6</sup>	270,892 <sup>7</sup>	223,315
2016	349,561	56,754 <sup>8</sup>	120,314 <sup>8</sup>	244,815
2017	228,000	63,254 <sup>9</sup>	143,354 <sup>9</sup>	151,254 <sup>9</sup>
2018	134,857	138,000 <sup>10</sup>	131,254 <sup>10</sup>	185,754
2019	43,000	185,754 <sup>11</sup>	190,754 <sup>11</sup>	190,754 <sup>11</sup>
2020	200,000			

<sup>1</sup> The level for the House allowance reflects the House-passed full-year continuing resolution.

<sup>2</sup> The level for the Senate allowance reflects Committee action only.

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

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

<sup>5</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>6</sup> The House Allowance is shown as N/A because there was no Subcommittee action.

<sup>7</sup> The level for the Senate allowance reflects Senate Subcommittee action only.

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

<sup>9</sup> 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.

<sup>10</sup> 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 Consolidated Appropriations Act of 2018 (P.L. 115-141).

<sup>11</sup> The levels for the House and Senate allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

## **SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

### **Significant Items in FY 2019 Appropriations Reports**

#### **Project SERV (School Emergency Response to Violence)**

House: The Committee directs the Department to report to the Committee on Appropriations of the House of Representatives and the Senate within 180 days of enactment of the Department's fiscal year 2019 appropriations act on how fiscal years 2017 and 2018 grant recipients used Project SERV funds; recommendations from grant recipients on how the program could be improved; and, information on how these funds helped them recover from a violent or traumatic crisis.

Response: The Department plans to consult with the Committees on how best to respond to this directive without imposing undue reporting burdens on grantees that may still be engaged in recovering from a violent or traumatic crisis.

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DEPARTMENT OF EDUCATION FISCAL YEAR 2020 PRESIDENT'S BUDGET

(in thousands of dollars)

	Cat Code	2018 Appropriation	2019 Appropriation	2020 President's Budget	2020 President's Budget Compared to 2019 Appropriation	
					Amount	Percent
<b>Safe Schools and Citizenship Education</b>						
1. School safety national activities (ESEA IV-F-3, section 4631)	D	90,000	95,000	200,000	105,000	110.53%
2. Promise neighborhoods (ESEA IV-F-2, section 4624)	D	78,254	78,254	0	(78,254)	-100.00%
3. Full-service community schools (ESEA IV-F-2, section 4625)	D	17,500	17,500	0	(17,500)	-100.00%
<b>Total</b>	<b>D</b>	<b>185,754</b>	<b>190,754</b>	<b>200,000</b>	<b>9,246</b>	<b>4.85%</b>

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

## **SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

### **Summary of Request**

The Administration is committed to ensuring students are able to learn in a safe and secure school environment. After the tragedy in Parkland, Florida, the President established the Federal Commission on School Safety (FCSS) to develop recommendations to improve school safety, which were published in December 2018. While States and local communities have lead responsibility for developing and implementing the best strategies for continuing to ensure that schools are safe places, the President's 2020 Budget provides significant resources across several agencies to support those efforts, which may include implementation of the Commission's recommendations.

The Department of Education Request includes \$200 million for School Safety National Activities in this account, to provide grants for States and school districts and related technical assistance to develop school emergency operation plans, offer counseling and emotional support in schools with pervasive violence, and implement evidence-based practices for improving behavioral outcomes. Within this total, a new \$100 million School Safety State Grant program would help build State and local capacity to develop and implement interventions that enhance school safety, including recommendations from the Final Report of the FCSS related to prevention, protection, mitigation, response, and recovery.

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.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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### School safety national activities

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

(dollars in thousands)

FY 2020 Authorization: \$5,000<sup>1</sup>

Budget Authority:

<u>2019</u>	<u>2020</u>	<u>Change</u>
\$95,000	\$200,000	+\$105,000

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

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### PROGRAM DESCRIPTION

School Safety National Activities (SSNA) is a broad discretionary authority under section 4631 of the Elementary and Secondary Education Act of 1965 (ESEA) for activities to improve students' safety and well-being. Activities under the program may be carried out through grants, contracts, or cooperative agreements with public and private organizations or individuals, or through agreements with other Federal agencies.

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

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.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### School safety national activities

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- Grants to States for Emergency Management to increase their capacity to assist LEAs by providing training and technical assistance in the development and implementation of high-quality school emergency operations plans that encompass the five mission areas— (1) prevention, (2) protection, (3) mitigation, (4) response, and (5) recovery—and that are (a) adequate, (b) feasible, (c) acceptable, (d) complete, and (e) compliant with applicable State and local requirements.
- 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.

In addition, report language accompanying the Department of Education Appropriations Act, 2019, recommended that the Department implement a new program of Mental Health Demonstration Grants that would fund partnerships between IHEs and States or high-need LEAs to train school counselors, social workers, psychologists, or other mental health professionals in order to address the shortages of mental health service professionals in such schools. The Department currently anticipates carrying out a competition in fiscal year 2019 for this purpose, as well as to address related recommendations included in the Final Report of the Federal Commission on School Safety.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015 .....	\$70,000
2016 .....	75,000
2017 .....	68,000
2018 .....	90,000
2019 .....	95,000

### FY 2020 BUDGET REQUEST

For fiscal year 2020, the Administration requests \$200 million for School Safety National Activities, an increase of \$105 million over the fiscal year 2019 appropriation, to expand support for building State and local capacity to develop and implement interventions that enhance school safety. The proposed increase would provide flexible resources that States can use to carry out school safety-related activities that draw on the recommendations of the Federal Commission on School Safety (FCSS) in areas of prevention, protection and mitigation, as well as response and recovery. A full copy of the Final Report of the FCSS, released in December 2018, can be found here: <https://www2.ed.gov/documents/school-safety/school-safety-report.pdf>. The request for School Safety National Activities is part of a significant investment in the President's 2020 Budget that would provide approximately \$700 million for school safety related activities at the Departments of Education, Justice, and Health and Human Services.

As stated in the Commission's transmittal letter to the President, "Our Nation's schools must be safe places to learn. Sadly, incidents of school violence are too common in the United States, and far too many families and communities have suffered." The Commission further states that "there is no universal school safety plan that will work for every school across the country."

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### School safety national activities

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Indeed, States and communities must have flexibility to use Federal resources to identify and implement those strategies that best respond to State and local needs.

Accordingly, the request includes \$100 million for a new program of School Safety State Grants, to provide States with grants that support the school safety activities authorized under Title IV-A of the ESEA. (The Administration is not requesting funds specifically under Title IV-A, as described in the School Improvement Programs account, because those formula grants are often too small for LEAs to develop strong programs, can be used for a wide variety of goals and strategies, and cover activities that are more effectively funded through local, State, private and other Federal sources of funding.) The Department would award School Safety State Grants to all States by the formula specified below. These grants would empower States to develop and implement their own school safety strategies based on State and local needs and priorities, while also drawing on the recommendations included in the Final Report of the Federal Commission on School Safety. The Administration believes that proposed School Safety State Grants would: (1) empower States to determine how best to address their school safety needs; (2) provide sufficient resources to substantially increase State and local capacity to implement meaningful measures to improve school safety; and (3) allow for effective targeting of limited Federal education resources to priority needs.

School Safety State Grants would be used by States in accordance with plans they submit to the Department outlining how they would use the funds to build State capacity, and would supplement other Federal, State, and local resources available to address school safety issues and concerns. While States would select their own strategies in response to State and local needs, the work of the FCSS suggests that funded activities could include: character education programs; creating positive school climates where students feel connected to each other, their teachers, and their school leaders; combatting cyberbullying; improving access to school-based mental health services and counseling; conducting threat assessments; training students and school personnel in school safety (including active shooter preparedness training); and enhancing building and campus security.

The budget request includes appropriations language that would: (1) override the \$5 million authorization for ESEA section 4631; (2) permit the Department to award \$100 million of the 2020 appropriation for SSNA as formula grants to States; and (3) authorize States to use those funds for a wide range of State-level school safety activities consistent with the purposes of ESEA section 4018, which provides wide latitude and discretion to States to carry out programs to support safe and healthy students.

Of the \$100 million for School Safety State Grants the Department would: (1) reserve \$500,000 for the outlying areas, to be distributed based on their relative shares of population aged 5 through 17; (2) reserve \$500,000 for programs in schools operated or funded by the Bureau of Indian Education; and (3) award the remaining \$99 million among the 50 States, the District of Columbia, and Puerto Rico based on their relative shares of population aged 5 through 17, with a minimum grant size of \$500,000.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### School safety national activities

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Of the \$200 million request for SSNA, the other \$100 million would support: (1) continuation awards for multi-year projects begun in 2019 or prior years, and (2) Project SERV, as follows:

- \$53.4 million for School Climate Transformation Grant (SCTG) continuation awards, and related technical assistance, to fund the third year of 5-year grants to SEAs and second year of 5-year grants to LEAs, to enable them to develop and adopt, or expand to more schools, multi-tiered behavioral frameworks such as Positive Behavioral Interventions and Supports that guide the selection, integration, and implementation of evidence-based behavioral practices for improving school climate and behavioral outcomes for all students. The fiscal year 2019 LEA SCTG competition, like the 2018 SEA SCTG competition, will include a competitive preference priority for applicants that propose to include opioid abuse prevention and mitigation strategies as part of their projects.
- \$15 million in continuation award funding for Mental Health Demonstration Grants to be awarded under a 2019 planned competition that is expected to address a priority in Congressional report language on addressing shortages of mental health professionals in schools as well as other mental health-related recommendations included in the Final Report of the Federal Commission on School Safety.
- \$10 million for Project Prevent continuation grant awards to LEAs to fund the second year of 5-year grants to LEAs under a planned 2019 competition to reduce the incidence of violent, aggressive, and disruptive behaviors and increase the number of students receiving school-based and community mental health services for exposure to violence.
- \$5.8 million in Grants to States for Emergency Management continuation awards to increase the capacity of SEAs to help their LEAs develop, implement, and improve high-quality emergency operations plans that make schools safer by supporting efforts to prevent, protect against, mitigate, respond to, and recover from all threats and hazards, both natural and man-made. Fiscal year 2020 funds would support the third year of 5-year projects begun in 2018.
- \$3.1 million for the Department's Readiness and Emergency Management for Schools Technical Assistance Center, which provides nationwide training and technical assistance designed to support emergency management efforts for schools, LEAs, and IHEs.
- \$2 million for the National Center on Safe Supportive Learning Environments (NCSSLE). The NCSSLE provides technical assistance to SEAs, LEAs, and IHEs to help improve conditions for learning in schools and classrooms and to provide safe and healthy environments that prevent substance abuse, support student academic success, and prevent violence at the elementary, secondary, and postsecondary levels. In 2020, a portion of NCSSLE's efforts would be directed to assisting SEAs in building their capacity under the new School Safety State Grants program proposed above.
- \$0.7 million for other activities that promote safe and healthy students, such as data collection, dissemination, outreach, and other technical assistance activities, including ongoing support for Federal websites with information on bullying prevention and other programs that support positive youth development.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### School safety national activities

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- \$10 million for Project SERV (School Emergency Response to Violence), an increase of \$5 million over the amount reserved in recent years, to replenish the Department's longstanding reserve fund that supports the provision of education-related services—including counseling and referral to mental health services as needed—to LEAs and IHEs in which the learning environment has been disrupted due to a violent or traumatic crisis. Project SERV has been utilized extensively in the past 2 years to respond to natural disasters as well as to violent or traumatic incidents in schools and IHEs. The requested increase is needed to ensure that the program has sufficient resources to continue to play this essential role in the early stages of disaster response and recovery. Under the request, funds would continue to be appropriated on a no-year basis and would remain available for obligation at the Federal level until expended.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
<b>School Safety State Grants</b>			
50 States, DC, and Puerto Rico	0	0	\$99,000
Outlying Areas and BIE Schools	<u>0</u>	<u>0</u>	<u>1,000</u>
Total	0	0	100,000
<b>School Climate Transformation Grants</b>			
SEA grant award funds (new)	\$9,005	0	0
SEA grant award funds (continuation)	7,578	\$9,572	\$9,679
LEA grant award funds (new)	0	40,000	0
LEA grant award funds (continuation)	35,679	0	40,000
Peer review of new award applications	14	370	0
Technical assistance	<u>3,750</u>	<u>3,750</u>	<u>3,750</u>
Total	56,026	53,692	53,429
Number of SEA awards (new)	14	0	0
Number of SEA awards (continuation)	12	14	14
Range of SEA awards	\$250-\$750	\$490-\$750	\$491-\$750
Average SEA award	\$638	\$684	\$691
Number of LEA awards (new)	0	80	0
Number of LEA awards (continuation)	70	0	80
Range of LEA awards	\$178-\$750	\$200-\$750	\$200-\$750
Average LEA award	\$510	\$500	\$500
<b>Mental Health Demonstration Grants</b>			
Grant award funds (new)	0	\$15,000	0
Grant award funds (continuation)	0	0	\$15,000
Peer review of new award applications	<u>0</u>	<u>100</u>	<u>0</u>
Total	0	15,100	15,000

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### School safety national activities

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Number of awards (new)	0	20	0
Number of awards (continuation)	0	0	20
Range of awards	0	\$500-\$1,000	\$500-\$1,000
Average award	0	\$750	\$750
<b>Project Prevent</b>			
Grant award funds (new)	0	\$10,000	0
Grant award funds (continuation)	\$14,485	0	\$10,000
Peer review of new award applications	<u>0</u>	<u>150</u>	<u>0</u>
Total	14,485	10,150	10,000
Number of LEA awards (new)	0	15	0
Number of LEA awards (continuation)	22	0	15
Range of awards	\$291-\$1,000	\$250-\$1,000	\$250-\$1,000
Average award	\$658	\$667	\$667
<b>Grants to States for Emergency Management</b>			
Grant award funds (new)	\$6,429	0	0
Grant award funds (continuation)	0	\$5,678	\$5,820
Peer review of new award applications	<u>11</u>	<u>0</u>	<u>0</u>
Total	6,440	5,678	5,820
Number of SEA awards (new)	11	0	0
Number of SEA awards (continuation)	0	11	11
Range of awards	\$123-\$750	\$127-\$750	\$132-\$750
Average award	\$584	\$516	\$529
<b>Readiness and Emergency Management for Schools Technical Assistance Center</b>			
	\$2,969	\$3,100	\$3,100
<b>National Center on Safe Supportive Learning Environments</b>			
	\$2,671	\$1,000	\$2,000
<b>Other data collection, dissemination, outreach, and assistance</b>			
	\$2,409	\$1,280	\$651
<b>School Emergency Response to Violence (Project SERV)</b>			
	\$5,000	\$5,000	\$10,000

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 2018, but may do so in fiscal years 2019 and 2020.

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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 results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2020 and future years, as well as the resources and efforts invested by those served by this program. Unless stated otherwise the source of these GPRA data is grantee annual and final performance reports.

##### 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	920	69	64
2019	1,077		79	

**Additional information:** Data for 2015 are inclusive of 64 of 70 grantees and based on 1,132 schools implementing a MTBF. Data for 2016 are inclusive of 65 grantees and based on a total of 1,069 schools implementing a MTBF. Data for 2017 are inclusive of 67 grantees and based on 1,250 schools implementing a MTBF. Data for 2018 are inclusive of 69 grantees and based on 1,446 schools implementing a MTBF.

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**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	671	55	47
2019	682		57	

**Additional information:** There are no 2015 data for this measure because two data points (e.g., 2015 and 2016) are required for this metric, and 2015 was only the first data point for these projects. Results for 2016 are based on 61 of 70 grantees with 1,005 schools implementing a MTBF that reported valid and complete data. Results for 2017 are based on 64 grantees with 1,209 schools implementing a MTBF that reported valid and complete data. Results for 2018 are based on 69 grantees with 1,419 schools implementing a MTBF that reported valid and complete data.

**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	515	50	40
2019	520		53	

**Additional information:** There are no 2015 data for this measure because two data points (e.g., 2015 and 2016) are required for this metric, and 2015 was only the first data point for these projects. Results for 2016 are based on 61 of 70 grantees with 984 schools implementing a MTBF that reported valid and complete data. Results for 2017 are based on 64 grantees with 1,229 schools implementing a MTBF that reported valid and complete data. Results for 2018 are based on 69 grantees with 1,283 schools implementing a MTBF that reported valid and complete data.

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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	781	61	53
2019	804		63	

**Additional information:** There are no 2015 data for this measure because two data points (e.g., 2015 and 2016) are required for this metric, and 2015 was only the first data point for these projects. Results for 2016 are based on 64 of 70 grantees with 1,033 schools implementing a MTBF that reported valid and complete data. Results for 2017 are based on 64 grantees with 1,191 schools implementing a MTBF that reported valid and complete data. Results for 2018 are based on 69 grantees with 1,483 schools implementing a MTBF that reported valid and complete data.

### 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	3,369
2019	3,537	

**Additional information:** Results for 2016 are based on 9 of 12 grantees that reported valid and complete data. Results for 2017 and 2018 are based on 12 grantees that reported valid and complete data. 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. There was another substantial jump in technical assistance activity in several States in 2018.

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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	802	100	98
2019	818		100	

**Additional information:** There are no 2015 data for this measure because two data points (e.g., 2015 and 2016) are required for this metric, and 2015 was only the first data point for these projects. 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. Results for 2018 are based on 11 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.

**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	1,064	67	57
2019	1,170		63	

**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 and 2018 are based on 11 grantees that reported valid and complete data.

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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	77
2019	82	

**Additional information:** There are no 2015 data for this measure because two data points (e.g., 2015 and 2016) are required for this metric, and 2015 was only the first data point for these projects. Results for 2016 are based on 16 of 22 grantees that reported valid and complete data. Results for 2017 and 2018 are based on 22 grantees that reported valid and complete data.

**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	82
2019	91	

**Additional information:** There are no 2015 data for this measure because two data points (e.g., 2015 and 2016) are required for this metric, and 2015 was only the first data point for these projects. 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 and 2018 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	38
2019	48	

**Additional information:** There are no 2015 data for this measure because two data points (e.g., 2015 and 2016) are required for this metric, and 2015 was only the first data point for these projects. 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. Results for 2018 are based on 21 grantees that reported valid and complete data. Reasons for the decline in performance on this measure may be due to the number of grantees changing their evaluation methods across years for implementing this measure, combined with response rates varying across those years.

### Other Performance Information

In June 2018, the Department released the report, "[Collaboration for Safe and Healthy Schools: Study of Coordination Between School Climate Transformation Grants and Project AWARE](#)" along with the associated [Results in Brief](#). The purpose of this study was to examine how States and districts that participate in both School Climate Transformation Grants (Department of Education) and Project AWARE (Department of Health and Human Services) reported coordinating services and supports. This included the mechanisms and practices used in coordination; grantee perceptions regarding the value of coordinating; and the challenges and lessons learned from a collaborative effort. This study measured coordination based on a continuum of activities, with simple communication and information sharing at the low end toward mutual responsibility and accountability at the high end.

Officials from 36 grantees, including 27 local agencies and 9 State agencies, that received both grants participated in 136 semi-structured telephone interviews. Key findings include:

- Grantee coordination involved joint training, coordinated planning, communication, and the development of shared organizational structures. Most grantees (69 percent) were rated as being involved in at least a moderate level of coordination.
- Better integration of efforts to improve school climate with mental health services (e.g., by training staff in student identification and referral practices) was the most commonly reported accomplishment of coordination for grantees (75 percent).

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- Regarding factors that inhibited coordination, districts most often described limited resources (including time, staff, or funds), whereas States more often reported lacking common goals or understanding and having different philosophies.
- Planning activities that grantees stated they wished they had done differently included establishing a team as soon as feasible, leveraging existing teams, clarifying goals early on, and mapping resources to determine which services and strategies were already in place to avoid redundancies.
- Lessons learned about communication included the importance of messaging, helping stakeholders understand the need for and goals of the grant, and connecting these goals to the district's mission and other initiatives and strategies.

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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 2020 Authorization: <sup>(1)</sup>

Budget Authority:

	<u>2019</u>	<u>2020</u>	<u>Change</u>
	\$78,254	0	-\$78,254

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

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### **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 included in the reauthorization of the Elementary and Secondary Education Act (ESEA) enacted 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 in-school and out-of-school programs and strategies; transition support for children between elementary and middle school, middle and high school, and high school and postsecondary education and the workforce; 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 their first-year awards and at least 25 percent of their second-year awards for planning activities

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related to developing and implementing pipeline services. In addition, grantees must secure matching funds from other Federal, State, local, and private sources in an amount of at least 100 percent of their grant award. The Department requires that a portion of these matching funds come from private sources.

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)
2015 .....	\$56,754
2016 .....	73,254
2017 .....	73,254
2018 .....	78,254
2019 .....	78,254

### FY 2020 BUDGET REQUEST

The Administration's fiscal year 2020 request does not include funding for Promise Neighborhoods, reflecting an effort to refocus Federal education investments on larger, more flexible formula grant programs, streamline Federal program administration, minimize regulations and requirements from Washington, eliminate duplicative programs, and put decision-making power back in the hands of States and local communities.

While the Department is still collecting performance data, the program has shown mixed results to date. 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) make it exceptionally challenging for grantees to develop, implement, and sustain the wide range of interventions needed to improve individual and community outcomes. For example, the need to award extensions to grantees in previous cohorts, most of which already have received

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\$30 million over 5 years, suggests the difficulty of implementing the program absent continuous, substantial Federal grant support. Consequently, the Department believes that programs like Title I Grants to Local Educational Agencies, which makes available \$15.9 billion annually to school districts, provide a more appropriate and sustainable vehicle for designing and implementing comprehensive strategies for improving educational and life outcomes, including strategies that address many of the out-of-school factors targeted by the Promise Neighborhoods program.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
<b>Grants</b>			
Number of new awards	3 <sup>1</sup>	0	0
Funding for new awards	\$17,437	0	0
Number of continuation awards	10	13	0
Funding for continuation awards	\$40,346	\$74,810	0
Funding for extensions (section 4623(b) of ESEA)	\$18,000	0	0
Number of extensions	3	0	0
<b>National Activities</b>			
Technical assistance/Data assistance	\$2,459	\$1,660	0
Peer review of new award applications	\$12	0	0
National evaluation	0	\$1,500	0
Pooled evaluation	0	\$284	0

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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 2018, but expects to do so in fiscal year 2019.

<sup>1</sup> In 2018, the Department made three new awards from the 2017 competition after discovering an error in the 2017 peer review process.

### 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 as well as the resources and efforts invested by those served by this program.

The Department established 15 performance measures for implementation grantees in 2011. Data from the first cohort of implementation grantees became available in May 2013, but

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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 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 continues 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 largely increased their knowledge of and comfort level with data analysis and reporting as well as executing secure data sharing agreements with school districts. Importantly, technical assistance provided by the contractor and Department staff has resulted in improved consistency in reporting among the 2016 cohort of grantees.

The performance data presented below illustrate the first year of implementation for the 2016 cohort. Each grantee sets its own performance targets for each measure, in cooperation with the Department, based on the specific neighborhoods they serve.

**Measure:** Percentage of children from birth to kindergarten entry who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.

Year	Actual
2017	67%
2018	
2019	

**Additional information:** Data for this measure are collected through a neighborhood survey conducted by the grantee or a contractor on behalf of the grantee. All surveys were conducted via in-person interviews by trained staff. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

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**Measure:** Percentage of three-year-olds 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.

Year	Actual
2017	66%
2018	
2019	

**Additional information:** Grantees use administrative data from partnering LEAs or early childhood providers to report performance against this measure. While all 2016 grantees have established data sharing agreements with their LEA partners, reporting against this measure proved challenging due, in part, to inconsistent assessments across early childhood providers. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

**Measure:** 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.

Year	Actual
2017	49%
2018	
2019	

**Additional information:** Grantees use administrative data from partnering LEAs or early childhood providers to report performance against this measure. All 2016 grantees have established data sharing agreements with their LEA partners. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

**Measure:** Percentage of children, from birth to kindergarten entry, participating in center-based early learning settings or programs.

Year	Actual
2017	31%
2018	
2019	

**Additional information:** Data for this measure are collected through a neighborhood survey conducted by the grantee or a contractor on behalf of the grantee. All surveys were conducted via in-person interviews by trained staff. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

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**Measure:** Percentage of children, from birth to kindergarten entry, participating in formal home-based early learning settings or programs.

Year	Actual
2017	20%
2018	
2019	

**Additional information:** Data for this measure are collected through a neighborhood survey conducted by the grantee or a contractor on behalf of the grantee. All surveys were conducted via in-person interviews by trained staff. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

**Measure:** Percentage of students at or above grade level according to State reading or language arts assessments in at least the grades required by the ESEA (3rd through 8th and once in high school).

Year	Actual
2017	29%
2018	
2019	

**Additional information:** Grantees use administrative data from partnering LEAs or early childhood providers to report performance against this measure. All 2016 grantees have established data sharing agreements with their LEA partners. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

**Measure:** Percentage of students at or above grade level according to State mathematics assessments in at least the grades required by the ESEA (3rd through 8th and once in high school).

Year	Actual
2017	21%
2018	
2019	

**Additional information:** Grantees use administrative data from partnering LEAs or early childhood providers to report performance against this measure. All 2016 grantees have established data sharing agreements with their LEA partners. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

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**Measure:** Chronic Absenteeism rate of students in 6th, 7th, 8th, and 9th grade.

Year	Actual
2017	20%
2018	
2019	

**Additional information:** Grantees use administrative data from partnering LEAs or early childhood providers to report performance against this measure. All 2016 grantees have established data sharing agreements with their LEA partners. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

**Measure:** Graduation rate.

Year	Actual
2017	76%
2018	
2019	

**Additional information:** Grantees use administrative data from partnering LEAs or early childhood providers to report performance against this measure. All 2016 grantees have established data sharing agreements with their LEA partners. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

**Measure:** Percentage of children who participate in at least 60 minutes of moderate to vigorous physical activity daily.

Year	Actual
2017	23%
2018	
2019	

**Additional information:** Data for this measure are collected through a school climate survey of students that includes self-reported information on how they perceive their school environment, their experience traveling to and from school, and other issues related to their educational experience. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

**Measure:** Percentage of children who consume five or more servings of fruits and vegetables daily.

Year	Actual
2017	19%
2018	
2019	

**Additional information:** Data for this measure are collected through a school climate survey of students that includes self-reported information on how they perceive their school environment,

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their experience traveling to and from school, and other issues related to their educational experience. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

**Measure:** Percentage of students who feel safe at school and traveling to and from school.

Year	Actual
2017	81%
2018	
2019	

**Additional information:** Data for this measure are collected through a school climate survey of students that includes self-reported information on how they perceive their school environment, their experience traveling to and from school, and other issues related to their educational experience.

**Measure:** Student mobility rate.

Year	Actual
2017	23%
2018	
2019	

**Additional information:** Grantees use administrative data from partnering LEAs or early childhood providers to report performance against this measure. All 2016 grantees have established data sharing agreements with their LEA partners. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

**Measure:** For children from birth to kindergarten entry, the percentage of parents or family members who report that they read to their child three or more times a week.

Year	Actual
2017	60%
2018	
2019	

**Additional information:** Data for this measure are collected through a neighborhood survey conducted by the grantee or a contractor on behalf of the grantee. All surveys were conducted via in-person interviews by trained staff. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

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**Measure:** For children in the kindergarten through eighth grades, the percentage of parents or family members who report encouraging their child to read books outside of school.

Year	Actual
2017	64%
2018	
2019	

**Additional information:** Data for this measure are collected through a neighborhood survey conducted by the grantee or a contractor on behalf of the grantee. All surveys were conducted via in-person interviews by trained staff. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

**Measure:** For children in the ninth through twelfth grades, the percentage of parents or family members who report talking with their child about the importance of college and career.

Year	Actual
2017	77%
2018	
2019	

**Additional information:** Data for this measure are collected through a neighborhood survey conducted by the grantee or a contractor on behalf of the grantee. All surveys were conducted via in-person interviews by trained staff. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

**Measure:** Percentage of students who have school and home access (and percentage of the day they have access) to broadband internet (as defined in this notice) and a connected computing device.

Year	Actual
2017	82%
2018	
2019	

**Additional information:** Data for this measure are collected through a school climate survey of students that includes self-reported information on how they perceive their school environment, their experience traveling to and from school, and other issues related to their educational experience. Grantees set their own annual targets in their original applications; the program does not set aggregate performance targets.

## Full-service community schools

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

(dollars in thousands)

FY 2020 Authorization: <sup>(1)</sup>

Budget Authority:

	<u>2019</u>	<u>2020</u>	<u>Change</u>
	\$17,500	0	-\$17,500

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

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## PROGRAM DESCRIPTION

The Full-Service Community Schools program (FSCS) provides 5-year grants to (1) local educational agencies (LEAs) or (2) the Bureau of Indian Education, in partnership with community-based organizations, nonprofit organizations, or other public or private entities. Grantees 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 impact 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 is not permitted to consider an applicant's ability to secure matching funds when making funding decisions. To increase the probability of positive impacts on target populations, grantees must implement evidence-based activities, evaluate the effectiveness of their projects, and comply with any evaluations of FSCS conducted by the Institute of Education Sciences.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2015 .....	\$9,710
2016 .....	10,000
2017 .....	10,000
2018 .....	17,500
2019 .....	17,500

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

### **FY 2020 BUDGET REQUEST**

The Administration’s fiscal year 2020 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. Awards for this program are relatively small—approximately \$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 and integrated academic and social services as part of their Title I schoolwide programs (which are operated in more than 80 percent of Title I schools, or more than 45,000 high-poverty schools nationwide). In addition, there is little evidence that the FSCS program improves student educational outcomes. The 2014 cohort completed its projects in fiscal year 2018 and the 2015 cohort will complete its projects in fiscal year 2019.

### **PROGRAM OUTPUT MEASURES**

(dollars in thousands)

<u>Output Measures</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Number of new awards	15	5-8	0
Funding for new awards	\$7,074	\$4,146	0
Number of continuation awards	21	27	0
Funding for continuation awards	\$10,274	\$13,179	0
Peer review of new award applications	\$152	\$175	0

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NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including FSCS, and to pool such funds for use in evaluating any ESEA program. While the Department did not reserve funds from the FSCS program for this purpose in fiscal year 2018, it may do so in fiscal year 2019.

## 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, as well as the resources and efforts invested by those served by this program.

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

Year	Actual
2015	111%
2016	123
2017	107
2018	
2019	

**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 2017, 107 percent of targeted individuals for the 2014 and 2015 cohorts, combined, received services, meaning that grantees, overall, served more targeted individuals than planned.