

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

**Fiscal Year 2021 Budget Request**

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## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

[For carrying out activities authorized by subparts 2 and 3 of part F of title IV of the ESEA, \$210,000,000: *Provided*, That \$105,000,000 shall be available for section 4631<sup>1</sup>, of which up to \$5,000,000, to remain available until expended, shall be for the Project School Emergency Response to Violence (Project SERV) program:<sup>2</sup> *Provided further*, That \$25,000,000 shall be available for section 4625:<sup>3</sup> *Provided further*, That \$80,000,000 shall be available through December 31, 2020, for section 4624, of which \$6,000,000 shall be for additional two-year extension awards to grantees that received such awards in fiscal year 2018<sup>4</sup>.] (Department of Education Appropriations Act, 2020.)

### NOTES

The appropriations language for the Safe Schools and Citizenship Education account is deleted because the fiscal year 2021 President's Budget Request would consolidate most formula and competitive grant programs authorized by the Elementary and Secondary Education Act, as amended, and related programs, into an Elementary and Secondary Education for the Disadvantaged Block Grant in a new Improving Elementary and Secondary Education account.

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 of the ESEA, \$210,000,000: <i>Provided</i>, That \$105,000,000 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 \$5,000,000, to 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>
<p><sup>3</sup>[...<i>Provided further</i>, That \$25,000,000 shall be available for section 4625:...]</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).</p>
<p><sup>4</sup>[...<i>Provided further</i>, That \$80,000,000 shall be available through December 31, 2020, for section 4624, of which \$6,000,000 shall be for additional two-year extension awards to grantees that received such awards in fiscal year 2018.]</p>	<p>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); gives the Department an additional 3 months beyond the end of fiscal year 2020 to obligate these funds; and requires that \$6,000,000 of this amount be used for 2-year extension awards for 2011 and 2012 grantees that received extension awards in 2018.</p>

**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

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

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Appropriation/Adjustments/Transfers	2019	2020	2021
<b>Discretionary:</b>			
Appropriation.....	<u>\$190,754</u>	<u>\$210,000</u>	<u>0</u>
Total, discretionary appropriation .....	190,754	210,000	0

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**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

**Summary of Changes**

(dollars in thousands)

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2020 .....	\$210,000
2021 .....	<u>0</u>
Net change.....	-210,000

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<b>Decreases:</b>	<u>2020 base</u>	<u>Change from base</u>
<u>Program:</u>		
Eliminate separate funding for the programs in this account because the fiscal year 2021 President' Budget Request would consolidate most elementary and secondary formula and competitive grant programs into an Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant) in a new Improving Elementary and Secondary Education account. The ESED Block Grant would provide States with more flexible resources to allow them to determine how best to serve their students.	\$210,000	<u>-\$210,000</u>
Net change		-210,000

**SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

**Authorizing Legislation**  
(dollars in thousands)

Activity	2020 Authorized	2020 Estimate	2021 Authorized	2021 Request
School safety national activities ( <i>ESEA IV-F, Subpart 3, section 4631</i> )	\$5,000 <sup>1, 2</sup>	\$105,000	\$5,000 <sup>1, 2</sup>	0
Promise neighborhoods ( <i>ESEA IV-F, Subpart 2, section 4624</i> )	(2, 3)	80,000	(2, 3)	0
Full-service community schools ( <i>ESEA IV-F, Subpart 2, section 4625</i> )	<u>(2, 3)</u>	<u>25,000</u>	<u>(2, 3)</u>	<u>0</u>
Total definite authorization	5,000		5,000	
Total appropriation		210,000		0

<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).

<sup>2</sup> The GEPA extension applies through September 30, 2021.

<sup>3</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
2012	\$1,781,132	\$65,000 <sup>1</sup>	\$270,463 <sup>1</sup>	\$255,753
2013	1,447,539	108,487 <sup>2</sup>	259,589 <sup>2</sup>	242,375
2014	1,831,673	N/A <sup>3</sup>	330,481 <sup>4</sup>	270,892
2015	1,463,370	N/A <sup>3</sup>	270,892 <sup>5</sup>	223,315
2016	349,561	56,754 <sup>6</sup>	120,314 <sup>6</sup>	244,815
2017	228,000	63,254 <sup>7</sup>	143,354 <sup>7</sup>	151,254 <sup>7</sup>
2018	134,857	138,000 <sup>8</sup>	131,254 <sup>8</sup>	185,754
2019	43,000	185,754 <sup>9</sup>	190,754 <sup>9</sup>	190,754 <sup>9</sup>
2020	200,000	320,000	183,254 <sup>10</sup>	201,000 <sup>10</sup>
2021	0			

<sup>1</sup> The level for the House allowance reflects an introduced bill; the level for the Senate allowance reflects Senate Committee action only.

<sup>2</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>3</sup> The House Allowance is shown as N/A because there was no Subcommittee action.

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

<sup>5</sup> The level for the Senate allowance reflects Senate Subcommittee action only.

<sup>6</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>7</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>8</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>9</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).

<sup>10</sup> The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Significant Items in FY 2020 Appropriations Reports

#### **School Safety Clearinghouse and Mental Health Services for Students**

Managers' Statement: The Department is directed to brief the Committees within 90 days of enactment of this Act on: (1) the progress made by the Department in identifying, assessing, and disseminating evidence-based approaches to maintaining safe schools and positive learning environments for all students, including establishing a clearinghouse for such approaches; and (2) improving and expanding access to mental health services for students.

Senate: The Committee requests a briefing for the Committees on Appropriations of the House of Representatives and the Senate within 90 days of enactment on: (1) the progress made by the Federal government in identifying, assessing, and disseminating evidence-based approaches to maintaining safe schools and positive learning environments for all students, including establishing a clearinghouse for such approaches; and (2) improving and expanding access to mental health services for students.

Response: The Department plans to brief the Committees consistent with the request and within the 90-day deadline.

#### **School-Based Mental Health Services Grants**

Managers' Statement: For fiscal year 2020, \$10,000,000 is provided for awards to State educational agencies (SEAs), local educational agencies (LEAs), or consortia of LEAs to increase the number of qualified, well-trained counselors, social workers, psychologists, or other mental health professionals that provide school-based mental health services to students. To promote the sustainability of these services, the Secretary shall require that awards include a 25 percent match from grantees and require that the awards do not supplant existing mental health funding. Within 90 days of enactment of this Act, the Department is directed to brief the Committees on plans for carrying out the competition. In addition, the Department shall provide notice to the Committees at least seven days before grantees are announced.

House: The Committee directs the Secretary to provide no less than \$25,000,000 in awards to SEAs, LEAs, or consortia of LEAs to increase the number of well-trained school counselors, social workers, psychologists, or other mental health professionals qualified to provide school-based mental health services, and to require that the awards include a 25 percent match from grantees and not supplant existing mental health funding.

Response: The Department will conduct a 2020 discretionary grant competition consistent with the requirements of the report language.

## **SAFE SCHOOLS AND CITIZENSHIP EDUCATION**

### **Significant Items in FY 2020 Appropriations Reports – continued**

#### **Mental Health Services Professional Development Grants**

Managers’

Statement: The Department is directed to continue a demonstration project initiated in fiscal year 2019 to test and evaluate innovative partnerships to train school-based mental health professionals.

Response: The Department awarded 5-year demonstration grants in fiscal year 2019 and expects to make continuation awards for fiscal years 2020-2023, subject to the availability of funds.

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

House: The Committee directs the Department to report to the Committees on Appropriations within 180 days of enactment of this Act on how fiscal years 2017, 2018, and 2019 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. The Department shall brief the Committees within 30 days of enactment of this Act on how it plans to carry out this directive.

Response: The Department is developing options for obtaining the information requested by the Committees and will schedule a briefing with the Committees to discuss those options in the near future.

#### **Federal Commission on School Safety**

House: The Committee directs the Department, within 30 days of enactment of this Act, to remove references to the report entitled: “Prior problem behavior accounts for the racial gap in school suspensions” from all materials on the Department’s website, guidance, or reports. Furthermore, the Committee directs the Department to reconsider the rescission of the 2014 “Rethink School Discipline” guidance.

Response: The Department stands by the Final Report of the Federal Commission on School Safety.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Significant Items in FY 2020 Appropriations Reports – continued

#### **Trauma-Informed Care**

Senate            The Committee directs the Department to ensure activities within this account support the implementation of trauma-informed practices and other mental health supports in schools. Fostering trauma-informed cultures in schools helps both students and staff succeed by addressing the impacts of trauma; improves school capacity to identify, refer, and provide services to students; can improve staff retention and help keep kids in school; and support learning environments where students feel safe, supported, and ready to learn.

Response:        The Department has not yet determined the number or size of competitions funded through programs in this account that will be carried out in fiscal year 2020, but will explore options for incorporating the principles of trauma-informed care into the priorities and requirements used for any such competitions, as appropriate.

#### **Social and Emotional Learning**

Senate            The Committee directs the Department to describe in the fiscal year 2021 Congressional Justification plans for disseminating the Center to Improve Social and Emotional Learning and School Safety’s clearinghouse of evidence-based strategies to internal and external stakeholders, including SEAs and LEAs, and the Department’s plans for leveraging the Center’s knowledge of evidenced-based social and emotional learning strategies for supporting implementation of the Student Support and Academic Enrichment program and informing fiscal year 2020 grant competitions.

Response:        The Department will provide a briefing in early 2020 for the Appropriations Committees in response to a related directive in the House Appropriations Committee Report (under the Supporting Effective Instruction State Grants program in the School Improvement Programs account) that will include this information.

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DEPARTMENT OF EDUCATION FISCAL YEAR 2021 PRESIDENT'S BUDGET  
(in thousands of dollars)

	Cat Code	2019 Appropriation	2020 Appropriation	2021 President's Budget	2021 President's Budget Compared to 2020 Appropriation	
					Amount	Percent
<b>Safe Schools and Citizenship Education</b>						
1. School safety national activities (ESEA IV-F-3, section 4631)	D	95,000	105,000	0	(105,000)	-100.00%
2. Promise neighborhoods (ESEA IV-F-2, section 4624)	D	78,254	80,000	0	(80,000)	-100.00%
3. Full-service community schools (ESEA IV-F-2, section 4625)	D	17,500	25,000	0	(25,000)	-100.00%
<b>Total</b>	<b>D</b>	<b>190,754</b>	<b>210,000</b>	<b>0</b>	<b>(210,000)</b>	<b>-100.00%</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**

No funds are requested for the programs in the Safe Schools and Citizenship Education account, which support activities to improve students' safety and well-being, improve the educational and developmental outcomes of children in distressed communities, and 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.

The 2021 Request would, instead, consolidate authority and funding for these activities into the Elementary and Secondary Education for the Disadvantaged (ESED) Block Grant. During initial implementation of the ESED Block Grant the Department would reserve sufficient funds to pay continuation awards to existing School Safety National Activities, Promise Neighborhoods, and Full-Service Community Schools grantees through the end of their approved project periods. In addition, the Department would have authority to reserve a portion of ESED Block Grant funds annually to meet the needs of Project SERV.

## 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 2021 Authorization: \$5,000<sup>1, 2</sup>

Budget Authority:

<u>2020</u> <u>Appropriation</u>	<u>2021</u> <u>Request</u>	<u>Change from</u> <u>2020 to 2021</u>
\$105,000	0	-\$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).

<sup>2</sup> The GEPA extension applies through September 30, 2021.

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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, multi-tiered systems of support, 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. Nearly all current projects include strategies to prevent and/or mitigate the effects of opioid abuse.
- Project Prevent Grants to LEAs to help schools in communities with pervasive violence break the cycle of violence, and reduce the incidence of aggressive and disruptive behaviors, by offering students: (1) access to school-based counseling services or referrals to community-based mental health services to address trauma or anxiety; (2) social and emotional supports to help address the effects of violence; (3) conflict resolution and other

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### School safety national activities

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school-based strategies to prevent future violence; and (4) a safer and improved school environment, which may include activities to decrease the incidence of harassment, bullying, violence, and gang involvement.

- Grants to States for Emergency Management to increase the capacity of SEAs to help their LEAs (through training and technical assistance) to 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.
- Mental Health Services Professional Development Grants to support innovative partnerships that address the shortage of school-based mental health providers by training such providers for employment in high-need schools and LEAs. The partnerships must include (1) one or more high-need LEAs or an SEA on behalf of one or more high-need LEAs; and (2) one or more eligible IHEs, and provide opportunities to place graduate students of IHEs in school-based mental health fields into schools served by the participating high-need LEAs to complete required field work, credit hours, internships, or related training as applicable for the degree, license, or credential program of each student.
- School-Based Mental Health Services Grants to SEAs to increase the number of (by hiring or contracting for) qualified, well-trained counselors, social workers, psychologists, or other mental health professionals who provide school-based mental health services to students in high-need LEAs. To promote the sustainability of these services, SEAs are required to provide matching funds of at least 25 percent of their grant amounts, and may not use their awards to supplant existing mental health services funding.
- Technical assistance to help schools, LEAs, and IHEs to promote safe and supportive learning environments and develop, implement, and improve their emergency management plans, including through:
  - The National Center on Safe Supportive Learning Environments, which 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; and
  - 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.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2016 .....	\$75,000
2017 .....	68,000
2018 .....	90,000
2019 .....	95,000
2020 .....	105,000

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### School safety national activities

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#### **FY 2021 BUDGET REQUEST**

For fiscal year 2021, the request would consolidate the School Safety National Activities program into the proposed Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant), which would combine nearly all currently funded formula and competitive grant programs authorized by the ESEA, as well as several related programs, into a single State formula grant program.

ESED Block Grant funds would be allocated by formula to SEAs and LEAs, which would have discretion to use their allocations for any authorized purpose of the consolidated programs, including all activities currently supported by SSNA. For more information on the ESED Block Grant, see the Improving Elementary and Secondary Education account.

During initial implementation of the ESED Block Grant the Department would reserve sufficient funds to pay continuation awards to existing SSNA grantees through the end of their approved project periods. In addition, the Department would have authority to reserve a portion of ESED Block Grant funds annually to meet the needs of Project SERV.

#### **PROGRAM OUTPUT MEASURES**

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>School Climate Transformation Grants</b>			
SEA grant award funds (continuation)	\$9,573	\$9,679	0
LEA grant award funds (new)	42,385	0	0
LEA grant award funds (continuation)	0	43,755	0
Peer review of new award applications	264	0	0
Technical assistance	<u>3,750</u>	<u>3,750</u>	<u>0</u>
Total	55,972	57,184	0
Number of SEA awards (continuation)	14	14	0
Range of SEA awards	\$490-\$750	\$491-\$750	0
Average SEA award	\$684	\$691	0
Number of LEA awards (new)	69	0	0
Number of LEA awards (continuation)	0	69	0
Range of LEA awards	\$204-\$750	\$207-\$750	0
Average LEA award	\$614	\$634	0

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### School safety national activities

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>Project Prevent</b>			
Grant award funds (new)	\$11,369	0	0
Grant award funds (continuation)	0	\$11,517	0
Peer review of new award applications	<u>85</u>	<u>0</u>	<u>0</u>
Total	11,454	11,517	0
Number of LEA awards (new)	15	0	0
Number of LEA awards (continuation)	0	15	0
Range of awards	\$310-\$1,000	\$384-\$1,000	0
Average award	\$758	\$768	0
<b>Grants to States for Emergency Management</b>			
Grant award funds (continuation)	\$5,675	\$5,825	0
Number of SEA awards (continuation)	10	10	0
Range of awards	\$127-\$750	\$132-\$750	0
Average award	\$568	\$583	0
<b>Mental Health Service Professional Development Grants</b>			
Grant award funds (new)	\$11,147	0	0
Grant award funds (continuation)	0	\$11,993	0
Peer review of new award applications	<u>85</u>	<u>0</u>	<u>0</u>
Total	11,232	11,993	0
Number of awards (new)	27	0	0
Number of awards (continuation)	0	27	0
Range of awards	\$193-\$500	\$143-\$500	0
Average award	\$413	\$444	0
<b>School-Based Mental Health Services Grants</b>			
Grant award funds (new)	0	\$9,975	0
Peer review of new award applications	<u>0</u>	<u>25</u>	<u>0</u>
Total	0	10,000	0
Number of awards (new)	0	5	0
Average award	0	\$1,995	0
<b>National Center on Safe Supportive Learning Environments</b>			
	\$1,500	\$1,500	0
<b>Readiness and Emergency Management for Schools Technical Assistance Center</b>			
	\$3,092	\$3,100	0

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### School safety national activities

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>Other data collection, dissemination, outreach, and assistance</b>	\$1,075	\$125	0
<b>School Emergency Response to Violence (Project SERV)</b>	\$5,000	\$3,756	0

NOTES:

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 2019, but may do so in fiscal year 2020.

In fiscal year 2021, grant continuation costs of approximately \$96,966 thousand would be paid for from a reservation of funds under the ESED Block Grant for the following School Safety National Activities: SEA School Climate Transformation Grants (\$9,672 thousand); LEA School Climate Transformation Grants (\$43,747 thousand); National Technical Assistance Center on Positive Behavioral Interventions and Supports (\$3,750 thousand); Project Prevent Grants (\$11,566 thousand); Grants to States for Emergency Management \$5,965 thousand); Mental Health Services Professional Development Grants (\$12,291 thousand); and School-Based Mental Health Services Grants (\$9,975 thousand).

## 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 Federal resources provided for the program 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. Targets are set on a cohort by cohort basis.

#### 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.*

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### School safety national activities

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#### 2014 Cohort of 5-Year LEA School Climate Transformation Grants

**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:** The final year of data and should be available by the end of 2020.

**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 are required for this measure and 2015 was the first project year. The final year of data (2019) should be available by the end of 2020.

**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 are required for this measure and 2015 was the first project year. The final year of data (2019) should be available by the end of 2020.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### School safety national activities

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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 are required for this measure and 2015 was the first project year. The final year of data (2019) should be available by the end of 2020.

#### 2019 Cohort of 5-Year LEA School Climate Transformation Grants

The Department established similar performance measures for the 2019 cohort of LEA School Climate Transformation Grants and will have baseline data by the end of 2020.

#### 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.

#### 2014 Cohort of 5-Year SEA School Climate Transformation Grants

**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:** Numbers in the chart reflect trainings only. The final year of data (2019) should be available by the end of 2020.

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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 are required for this measure and 2015 was the first project year. 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. The final year of data (2019) should be available by the end of 2020.

**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 waited until after the 2015-16 school year to report initial results concurrently for all these measures. The final year of data (2019) and should be available by the end of 2020.

### 2018 Cohort of SEA School Climate Transformation Grants

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

Year	Target	Actual
2019		1,273
2020	1,350	
2021	1,375	

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**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 multitiered behavioral framework.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2019		374		23%
2020	468		25%	
2021	486		30	

**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 multitiered behavioral framework with fidelity.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2019		46		12%
2020	55		20%	
2021	60		30	

### 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.

#### 2014 Cohort of 5-Year Project Prevent Grants

**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 are required for this measure and 2015 was the first project year. The final year of data (2019) should be available by the end of 2020.

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### School safety national activities

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**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 are required for this measure and 2015 was the first project year. The final year of data (2019) should be available by the end of 2020.

**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 are required for this measure and 2015 was the first project year. 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. The final year of data (2019) and should be available by the end of 2020.

### 2019 Cohort of Project Prevent Grants

The Department established similar performance measures for the 2019 cohort of Project Prevent Grants and expects to have baseline data in 2021.

### Grants to States for Emergency Management (GSEM)

**Goal: To improve the quality of school emergency operations plans (EOPs).**

**Objective:** Increase the capacity of SEAs to provide training and technical assistance to LEAs for the development and implementation of high-quality school EOPs.

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**Measure:** The number of training events provided by the GSEM program to assist LEAs in the development and implementation of high-quality school emergency operations plans (EOPs).

Year	Target	Actual
2019		229
2020	260	
2021	290	

**Additional information:** Three grantees encountered significant hiring delays and provided no trainings at all during the 2019 project year; all grantees are expected to provide trainings in 2020 and subsequent years. The 229 training events in 2019 assisted 1,614 LEAs.

**Measure:** The extent to which the GSEM program expands the capacity of the SEAs to provide training and technical assistance to LEAs for the development and implementation of high-quality school EOPs.

Year	Target	Actual
2019		7
2020	10	
2021	10	

**Additional information:** During the first year of implementation (2019), and based on a common Capacity Assessment Tool, 7 of the 10 grantees demonstrated an increase in their capacity to provide technical assistance and training to school districts on developing high-quality EOPs. None demonstrated a decrease; three scored identically to their baseline.

### Mental Health Services Professional Demonstration Grants

The Department will have baseline data later in 2020 on the following measures for the 2019 cohort of Mental Health Services Professional Development Grants:

- The unduplicated number of school-based mental health services providers serving schools and LEAs as of the date for each annual reporting period of the grant who have been trained and placed by the grant to provide school-based mental health services.
- The number of school-based mental health services providers employed by schools and LEAs retained on an annual basis by a high-need LEA to provide school-based mental health services.

### 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." which examined how States and districts that participated in both School Climate Transformation Grants (Department of Education, 2014 cohorts) and Project AWARE (Department of Health and Human Services) reported coordinating services and supports.

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Key findings, based on telephone interviews with 36 State and local grantees, include:

- Grantee coordination involved joint training, coordinated planning, communication, and the development of shared organizational structures. Most grantees (69 percent) reported at least a moderate level of coordination.
- The most commonly reported (75 percent) coordination improvement was better integration of efforts to improve school climate with mental health services (e.g., by training staff in student identification and referral practices).
- Districts most often described limited resources (including time, staff, or funds) as an obstacle to coordination, 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 2021 Authorization: <sup>(1)</sup> <sup>(2)</sup>

Budget Authority:

	2020	2021	Change from
	<u>Appropriation</u>	<u>Request</u>	<u>2020 to 2021</u>
	\$80,000	0	-\$80,000

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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.

<sup>2</sup>The GEPA extension applies through September 30, 2021.

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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.

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 under Title I, Part A of the Elementary and Secondary Education Act, as amended (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 pipeline services; and (3) continuously evaluating and improving their programs based on outcome data. Grantees must use at least 50 percent of

## SAFE SCHOOLS AND CITIZENSHIP EDUCATION

### Promise neighborhoods

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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. 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 awards.

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 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)
2016 .....	\$73,254
2017 .....	73,254
2018 .....	78,254
2019 .....	78,254
2020 .....	80,000

### **FY 2021 BUDGET REQUEST**

For fiscal year 2021, the Request would consolidate the Promise Neighborhoods program into the proposed Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant), which would combine nearly all currently funded formula and competitive grant programs authorized by the ESEA, as well as several related programs, into a single State formula grant program.

ESED Block Grant funds would be allocated by formula to State educational agencies and local educational agencies (LEAs), which would have discretion to use those funds for any authorized purpose of the consolidated programs, including the provision of pipeline services that support educational success and career attainment from birth through entry into the workforce. For more information on the ESED Block Grant, see the Improving Elementary and Secondary Education account.

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During initial implementation of the ESED Block Grant, the Department would reserve sufficient funds to pay continuation awards to existing Promise Neighborhoods grantees through the end of their approved project periods.

### PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
<b>Grants</b>			
Number of new awards	0	3-4	0
Funding for new awards	0	\$16,523	0
Number of continuation awards	13	13	0
Funding for continuation awards	\$74,648	\$53,847	0
Funding for extensions (section 4623(b) of ESEA)	0	\$6,000	0
Number of extensions	0	3	0
<b>National Activities</b>			
Technical assistance/Data assistance	\$2,106	\$2,022	0
Peer review of new award applications	0	\$200	0
National evaluation	\$1,500	\$1,408	0

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#### NOTES:

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 2019, but may do so in fiscal year 2020.

Continuation costs of approximately \$56,224 thousand would be provided under the fiscal year 2021 request for the ESED Block Grant.

### 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.

Through its data and evaluation assistance contract, the Department continues to assist grantees in refining grantee performance measures, collecting and analyzing data, and meeting reporting requirements. In particular, such technical assistance has resulted in improved consistency in reporting among the 2016 cohort of grantees; as a result, the Department is able to report aggregate performance data for this program on virtually all performance measures.

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Each grantee sets its own performance targets for each measure, in cooperation with the Department, based on the specific neighborhoods they serve; the program does not set aggregate performance targets because of the varying contexts in which each grantee is carrying out its project.

**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	2016 Cohort Actual
2017	72%
2018	82
2019	
2020	

**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. Since publishing the fiscal year 2020 Congressional Justification for this program, the Department received updated information from the 2016 cohort; therefore, the data reported for 2017 varies from what was reported in fiscal year 2020. The Department discontinued this measure for the 2017 cohort.

**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	2016 Cohort Actual	2017 Cohort Actual
2017	45%	
2018	35	43%
2019		
2020		

**Additional information:** Three 2016 grantees reported data for this measure in 2018; of the three, one grantee improved performance in comparison to Year 1. Since publishing the fiscal year 2020 Congressional Justification for this program, the Department received updated information from the 2016 cohort; therefore, the data reported for 2017 varies from what was reported in fiscal year 2020. Two 2017 grantees reported data for this measure; they reported rates of kindergarten readiness of 51 and 43 percent. The remaining two grantees expect to report baseline data for this measure in 2020.

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**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	2016 Cohort Actual	2017 Cohort Actual
2017	29%	
2018	31	42%
2019		
2020		

**Additional information:** All grantees were able to report complete data on academic achievement. Proficiency in English language arts ranged from 19 to 56 percent in Year 2 for the 2016 cohort. Three 2016 grantees showed an increase since Year 1. For the 2017 cohort, proficiency ranged from 30 to 59 percent.

**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	2016 Cohort Actual	2017 Cohort Actual
2017	21%	
2018	23	33%
2019		
2020		

**Additional information:** All grantees were able to report complete data on academic achievement. Proficiency in mathematics ranged from 13 to 46 percent in Year 2 for the 2016 cohort. Four 2016 grantees showed an increase since Year 1. For the 2017 cohort, proficiency ranged from 20 to 45 percent.

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

Year	2016 Cohort Actual	2017 Cohort Actual
2017	31%	
2018	27	22%
2019		
2020		

**Additional information:** Five 2016 grantees reported data for this measure; rates of chronic absenteeism in 2018 for this cohort ranged from 11 to 57 percent. Since publishing the fiscal year 2020 Congressional Justification for this program, the Department received updated information from the 2016 cohort; therefore, the data reported for 2017 varies from what was reported in fiscal year 2020. All 2017 grantees collected academic data to report on this measure. Rates of chronic absenteeism ranged from 19 percent to 24 percent for the 2017 cohort. Grantees reported various challenges in addressing chronic absenteeism, including difficulty working with students outside of school where many of the solutions were provided in afterschool programming. Two grantees included a discussion of factors related to progress on this measure. One used data to show racial disparities in chronic absenteeism are

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widest in early middle schools and plans to focus solutions on this segment of the target population.

**Measure:** Average daily attendance rate of students in 6th, 7th, 8th, and 9th grade.

Year	2016 Cohort Actual	2017 Cohort Actual
2017	89%	
2018	89	90%
2019		
2020		

**Additional information:** All grantees collected academic data to report on average daily attendance. Average daily attendance ranged from 79 percent to 96 percent for the 2016 cohort and 86 to 94 percent for the 2017 cohort. Two 2016 grantees showed a small improvement since Year 1, two grantees reported a small decline, and two reported no change. Grantees from the 2017 cohort reported various challenges related to attendance, including difficulty working with students outside of school where many of the solutions were provided in afterschool programming. Two grantees included a discussion of factors related to progress on this measure. One grantee identified safe transportation to school as a key factor for attendance and highlighted a partner working to improve safe passage and other conditions surrounding student arrival and dismissal times.

**Measure:** Graduation rate.

Year	2016 Cohort Actual	2017 Cohort Actual
2017	73%	
2018	80	77%
2019		
2020		

**Additional information:** All 2016 grantees reported data for this measure in 2018, and five of the six had trending data to compare against Year 1. Four 2016 grantees demonstrated an increase in the graduation rate from Year 1 to Year 2. All 2017 grantees reported data for this measure. Graduation rates ranged from 68 percent to 94 percent. One grantee cautioned that the graduation rates reported may be misleading, given local tendency to graduate students who may not actually be prepared for college and career. Along the same lines, another grantee is focusing mainly on graduation rates disaggregated by major racial and ethnic groups, particularly groups who are traditionally underrepresented at colleges.

**Measure:** Percentage of students who enroll in a 2-year or 4-year college or university after graduation.

Year	2016 Cohort Actual	2017 Cohort Actual
2017	42%	
2018	44	54%
2019		
2020		

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**Additional information:** Four of the six 2016 grantees reported data on this indicator for Year 2. Enrollment in a 2- or 4-year college or university ranged from 28 to 61 percent of high school graduates in Year 2. Of the two grantees who reported trending data for this measure, one had improvement since Year 1. As with high school graduation, grantees expect increases in postsecondary success to emerge more slowly over time and to be largely a product of improvements made through earlier stages of the pipeline. As challenges, grantees mentioned barriers to getting students to take college testing preparatory courses. Three of four 2017 grantees reported on enrollment in postsecondary institutions; the fourth is on track to begin reporting on this measure with the class of 2019.

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

Year	2016 Cohort Actual	2017 Cohort Actual
2017	21%	
2018	29	23%
2019		
2020		

**Additional information:** Five 2016 grantees reported data in Year 2; percentages of students who consumed at least five servings of fruits and vegetables daily ranged from 17 to 46 percent. Two 2017 grantees fielded strong school climate surveys in Year 1 capable of producing reliable baseline data. While the other two grantees fielded surveys, challenges around response rates and recommended questions prevented reporting of reliable baseline data for this measure. Both grantees with baseline data in Year 1 reported 23 percent of students consume five or more servings of fruits and vegetables daily. Grantees see this result as a larger effort than just increased consumption of fruits and vegetables; they are working on more holistic health solutions that incorporate physical fitness and well-being and see education and awareness, including peer education, as a key strategy for improving health and nutrition in communities.

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

Year	2016 Cohort Actual	2017 Cohort Actual
2017	78%	
2018	70	70%
2019		
2020		

**Additional information:** Five 2016 grantees reported Year 2 data for this measure; the percentage of students who report feeling safe at and traveling to school ranged from 39 to 82 percent. Two grantees noted that recent shootings in their communities contributed to a drop in the percentage of students reporting that they feel safe at and traveling to school. Since publishing the fiscal year 2020 Congressional Justification for this program, the Department received updated information from the 2016 cohort; therefore, the data reported for 2017 varies from what was reported in fiscal year 2020. Two 2017 grantees fielded strong school climate surveys in Year 1 capable of producing reliable baseline data. While the other two grantees fielded surveys, challenges around response rates and recommended questions prevented

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reporting of reliable baseline data for this measure. At baseline, the grantees reported that 60 and 80 percent of students feel safe at and traveling to and from school. Grantees see the presence of caring adults as an important factor in improving student safety and are implementing solutions focused on mentoring, safe passage to school, and school resource officers.

**Measure:** Student mobility rate.

Year	2016 Cohort Actual	2017 Cohort Actual
2017	23%	
2018	22	14%
2019		
2020		

**Additional information:** All grantees reported data for this measure. The student mobility ranged from 19 to 25 percent in Year 2 for the 2016 cohort. Among the six 2016 grantees, three had improvement (a decrease) in the mobility rate since Year 1, while the rest had increases of only 1 percentage point. For the 2017 cohort, the student mobility rate ranged from 9 to 17 percent. Grantees have few specific solutions focused on reducing student mobility, and often report that this issue is outside the realm of their control. While they may not curtail student mobility due to wider economic conditions driving families out of the neighborhood, they can make student transitions as seamless and supported as possible, through tools like case management.

**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	2016 Cohort Actual	2017 Cohort Actual
2017	60%	
2018	71	
2019		
2020		

**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. Two 2016 grantees reported on this measure in Year 2. For the 2017 cohort, data collection methods varied considerably among the grantees; of the three grantees that provided data for this measure, 55 percent, 47 percent, and 79 percent of parents and family members surveyed reported reading to their children or encouraging their children to read.

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**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	2016 Cohort Actual	2017 Cohort Actual
2017	82%	
2018	86	84%
2019		
2020		

**Additional information:** In 2018, percentages of parents or family members who reported that they talk to their children about the importance of college and career ranged from 86 to 91 percent for the 2016 cohort and 65 to 99 percent for the 2017 cohort. Since publishing the fiscal year 2020 Congressional Justification for this program, the Department received updated information from the 2016 cohort; therefore, the data reported for 2017 varies from what was reported in fiscal year 2020. Most grantees cited family engagement as a key strategy to turn the curve on support for learning, particularly when talking to children about the importance of college and care. Grantees reported on solutions such as family college nights, family college tours, and financial aid classes for parents. At school, grantees acknowledged the importance of developing a college-going culture so that all students could see themselves taking that next step.

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

Year	2016 Cohort Actual	2017 Cohort Actual
2017	82%	
2018	95	95%
2019		
2020		

**Additional information:** While five of the six 2016 grantees conducted a school climate survey in 2018, one did not include questions about internet access in the Year 2 survey. That grantee collects these data from the school district's student survey but was not able to obtain Year 2 data in time for the reporting deadline. Percentages of students with broadband access ranged from 92 to 97 percent in Year 2 for the 2016 cohort.

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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 2021 Authorization: <sup>(1)</sup> <sup>(2)</sup>

Budget Authority:

	2020	2021	Change from
	<u>Appropriation</u>	<u>Request</u>	<u>2020 to 2021</u>
	\$25,000	0	-\$25,000

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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.

<sup>2</sup> The GEPA extension applies through September 30, 2021.

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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.

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### Full-service community schools

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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2016 .....	\$10,000
2017 .....	10,000
2018 .....	10,000
2019 .....	17,500
2020 .....	25,000

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NOTE: In fiscal year 2016, funds were provided under the Fund for the Improvement of Education Programs of National Significance in the Innovation and Improvement account.

### **FY 2021 BUDGET REQUEST**

For fiscal year 2021, the Request would consolidate the FSCS program into the proposed Elementary and Secondary Education for the Disadvantaged Block Grant (ESED Block Grant), which would combine nearly all currently funded formula and competitive grant programs authorized by the ESEA, as well as several related programs, into a single State formula grant program.

ESED Block Grant funds would be allocated by formula to State educational agencies and LEAs, which would have discretion to use those funds for any authorized purpose of the consolidated programs, including the provision of comprehensive, school-based academic, social, and health services to students, families, and community members. For more information on the ESED Block Grant, see the Improving Elementary and Secondary Education account.

During initial implementation of the ESED Block Grant, the Department would reserve sufficient funds to pay continuation awards to existing FSCS grantees through the end of their approved project periods.

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### Full-service community schools

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#### **PROGRAM OUTPUT MEASURES**

(dollars in thousands)

<u>Output Measures</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Number of new awards	8	18-19	0
Funding for new awards	\$3,755	\$9,336	0
Number of continuation awards	27	23	0
Funding for continuation awards	\$13,608	\$15,527	0
Peer review of new award applications	\$137	\$137	0

NOTES:

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 2019, it may do so in fiscal year 2020.

Continuation costs of approximately \$16,677 thousand would be provided under the fiscal year 2021 request for the ESED Block Grant.

#### **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 Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

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

Year	Target	Actual
<b>2016</b>	100%	123%
<b>2017</b>	100	107
<b>2018</b>	100	101
<b>2019</b>	100	
<b>2020</b>	100	
<b>2021</b>	100	

**Additional information:** All grantees must submit annual performance reports 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 2018,

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101 percent of targeted individuals received services, meaning that grantees, overall, served more targeted individuals than planned.