

Department of Education
SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Fiscal Year 2022 Budget Request

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For carrying out activities authorized by subparts 2 and 3 of part F of title IV of the ESEA, [~~\$217,000,000~~] \$650,000,000: *Provided*, That [~~\$106,000,000~~] \$116,000,000 shall be available for section 4631¹, 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:² *Provided further*, That [~~\$30,000,000~~] \$443,000,000 shall be available for section 4625:³ *Provided further*, That [~~\$81,000,000~~] \$91,000,000 shall be available through December 31, [~~2021~~] 2022, for section 4624⁴. (Department of Education Appropriations Act, 2021.)

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.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹For carrying out activities authorized by subparts 2 and 3 of part F of title IV of the ESEA, [\$217,000,000] <u>\$650,000,000</u>: <i>Provided</i>, That [\$106,000,000] <u>\$116,000,000</u> 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>²...of which up to \$5,000,000, to be 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>³[...<i>Provided further</i>, That [\$30,000,000] <u>\$443,000,000</u> 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>⁴[...<i>Provided further</i>, That [\$81,000,000] <u>\$91,000,000</u> shall be available through December 31, [2021] <u>2022</u>, for section 4624.]</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), and gives the Department an additional 3 months beyond the end of fiscal year 2022 to obligate them.</p>

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Appropriation, Adjustments, and Transfers
(dollars in thousands)

Appropriation/Adjustments/Transfers	2020	2021	2022
Discretionary:			
Appropriation.....	<u>\$210,000</u>	<u>\$217,000</u>	<u>\$650,000</u>
Total, discretionary appropriation	210,000	217,000	650,000

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Summary of Changes

(dollars in thousands)

2021		\$217,000
2022		<u>650,000</u>
Net change		+433,000

Increases:	<u>2021 base</u>	<u>Change from base</u>
<u>Program:</u>		
Increase for School Safety National Activities Project Prevent as part of the Administration's broader initiative to expand infrastructure for community-school partnerships, including those that support violence intervention initiatives that incorporate strategies for reducing gun violence through tools other than incarceration.	\$106,000	+\$10,000
Increase for Promise Neighborhoods as part of the Administration's broader initiative to expand infrastructure for community-school partnerships, including those that support violence intervention initiatives that incorporate strategies for reducing gun violence through tools other than incarceration.	81,000	+10,000
Increase for Full-Service Community Schools as part of the Administration's broader initiative to expand infrastructure for community-school partnerships, including those that support violence intervention initiatives that incorporate strategies for reducing gun violence through tools other than incarceration.	30,000	<u>+413,000</u>
Net change		+433,000

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Authorizing Legislation
(dollars in thousands)

Activity	2021 Authorized	2021 Estimate	2022 Authorized	2022 Request
School safety national activities (<i>ESEA IV-F, Subpart 3, section 4631</i>)	\$5,000 ¹	\$106,000	To be determined ²	\$116,000
Promise neighborhoods (<i>ESEA IV-F, Subpart 2, section 4624</i>)	⁽³⁾	81,000	To be determined ²	91,000
Full-service community schools (<i>ESEA IV-F, Subpart 2, section 4625</i>)	<u>⁽³⁾</u>	<u>30,000</u>	<u>To be determined²</u>	<u>443,000</u>
Total definite authorization	5,000			
Total appropriation		217,000		650,000

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

² The GEPA extension expires September 30, 2021; new authorizing legislation is sought for fiscal year 2022.

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

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Appropriations History

(dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2013	\$1,447,539	\$108,487 ¹	\$259,589 ¹	\$242,375
2014	1,831,673	N/A ²	330,481 ³	270,892
2015	1,463,370	N/A ²	270,892 ³	223,315
2016	349,561	56,754 ⁴	120,314 ⁴	244,815
2017	228,000	63,254 ⁵	143,354 ⁵	151,254 ⁵
2018	134,857	138,000 ⁶	131,254 ⁶	185,754
2019	43,000	185,754 ⁷	190,754 ⁷	190,754 ⁷
2020	200,000	320,000	183,254 ⁸	201,000 ⁸
2021	0	219,000	210,000 ⁹	217,000 ⁹
2022	650,000			

¹ The level for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.

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

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

⁴ The levels for House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

⁵ 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.

⁶ 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).

⁷ 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).

⁸ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

⁹ The Senate allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriation Act, 2021 (P.L. 116-260).

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Significant Items in FY 2021 Appropriations Reports

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, 2019 and 2020 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: While the Department has made a handful of new Project SERV grants over the past year, at the current time we do not have any new information or data to report on the topics identified in the House report language.

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 promoted trauma-informed practices and other mental health supports in recent competitions in this account, including, for example, the Project Prevent program that helps school districts meet the needs of students in communities with pervasive violence. The Department currently is reviewing and revising grant priorities following the transition to the new Administration, and anticipates a continuing emphasis on trauma-informed practices as part of the new Administration's overall effort to meet the social, emotional, mental health, and academic health needs of all students, but particularly students from low income backgrounds and students of color in schools with high-poverty schools.

Social and Emotional Learning

Senate The Committee directs the Department to prioritize School Safety National Activities grant applications from SEAs and LEAs that describe how they will develop, adopt, and teach social and emotional skills.

Response: The fiscal year 2021 appropriation of \$106 million for School Safety National Activities did not include funds for any new grant competitions under the program. Consequently, the Department will not be inviting applications for new awards.

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DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET
(in thousands of dollars)

	Cat Code	2020 Appropriation	2021 Appropriation	2022 Request	2022 Request Compared to 2021 Appropriation	
					Amount	Percent
Safe Schools and Citizenship Education						
1. School safety national activities (ESEA IV-F-3, section 4631)	D	105,000	106,000	116,000	10,000	9.43%
2. Promise neighborhoods (ESEA IV-F-2, section 4624)	D	80,000	81,000	91,000	10,000	12.35%
3. Full-service community schools (ESEA IV-F-2, section 4625)	D	25,000	30,000	443,000	413,000	1376.67%
Total	D	210,000	217,000	650,000	433,000	199.54%

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

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Summary of Request

Funds requested for the programs in the Safe Schools and Citizenship Education account support activities to improve students' safety and well-being, improve the educational and developmental outcomes of children in distressed communities, and provide comprehensive social, emotional, health, and academic services for students, students' family members, and community members in school settings by integrating existing school- and community-based supports.

Increased funding is requested for all three programs—**School Safety National Activities**, **Promise Neighborhoods**, and **Full-Service Community Schools**—as part of the Administration's broader initiative to expand infrastructure for community-school partnerships, including those that incorporate strategies for reducing gun violence through approaches other than incarceration. Along those lines:

- The request for **School Safety National Activities** includes a \$10 million increase for Project Prevent grants that would be funded under a newly designed competition. The request also includes \$106 million for continuation awards for all current activities.
- The request for **Promise Neighborhoods** includes a \$10 million increase for a total of \$91 million, of which \$33 million would be for new grant awards and the remainder would (1) fund the current grants through to the completion of their projects; and (2) support a small number of national activities.
- The request for **Full-Service Community Schools** includes \$443 million, a \$413 million increase. Almost \$400 million would be for new grant awards; the remainder would fund current grants through to the completion of their projects.

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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 2022 Authorization: ¹

Budget Authority:

	2021	2022	Change from
	<u>Appropriation</u>	<u>Request</u>	<u>2021 to 2022</u>
	\$106,000	\$116,000	+\$10,000

¹ The GEPA extension expires September 30, 2021; authorizing legislation is being sought for FY 2022.

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:

- 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 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 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.
- School 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 practices for improving school climate and supporting student social and emotional well-being. Nearly all current projects include strategies to prevent and/or mitigate the effects of opioid abuse.

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- 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 Demonstration 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 (NCSSLE), 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.
 - The Safer Schools and Campuses Best Practices Clearinghouse, which highlights lessons learned and best practices that can help K-12 schools and districts, and institutions of higher education, identify opportunities to utilize American Rescue Plan funds to meet their unique needs. The Clearinghouse addresses the following three major topics related to operating safely during the COVID-19 pandemic : (1) Safe and Healthy Environments – approaches to implementing the Centers for Disease Control and Prevention's (CDC) recommended prevention strategies and preparing for and sustaining in-person operations safely; (2) Providing Supports to Students - strategies to meet student social, emotional, mental health, academic, financial, and other needs, including access to food and other basic needs; and (3) Teacher, Faculty, and Staff Well-Being, Professional Development, and Supports - strategies to address the social, emotional, health, and other needs of teachers, faculty, and staff.

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- 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)
2017.....	\$68,000
2018.....	90,000
2019.....	95,000
2020.....	105,000
2021.....	106,000

FY 2022 BUDGET REQUEST

For fiscal year 2022 the Administration requests \$116 million for School Safety National Activities, a \$10 million increase over the fiscal year 2021 appropriation that would fund a new round of Project Prevent grants in support of the Administration’s Community Violence Interventions (CVI) initiative to promote strategies for reducing gun violence through tools other than incarceration.

The remaining funds would support (1) continuation awards (totaling \$103.1 million) for ongoing activities; and (2) a reservation of funds (currently estimated at \$2.9 million) for Project SERV to help ensure that the Secretary has sufficient funds available to provide immediate assistance to LEAs or IHEs that may experience a disruption to teaching and learning due to violence or another traumatic crisis, such as a natural disaster, during fiscal year 2022.

The total request for Project Prevent would be \$21.6 million. Of that amount, \$11.6 million would be for the last round of continuation awards for the cohort of 5-year grants first funded in 2018. (Note: that \$11.6 million is included in the overall \$103.1 million continuation cost estimate above.) The other \$10 million would be for new cohort of Project Prevent CVI grant awards. The Department would redesign the fiscal year 2022 competition for that purpose (inclusive of strategies for preventing gun violence), but it would generally align with the description of Project Prevent on the first page of this justification. These funds are in addition to changes the Administration is planning to 25 other existing Federal funding streams across several agencies to direct vital support to CVI programs and efforts; and in addition to the \$5 billion requested over 8 years in the American Jobs Plan to support evidence-based CVI programs that train underserved individuals for jobs and provide other wraparound services to prevent violence and assist victims.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Project Prevent			
Grant award funds (new)	0	0	\$9,900
Grant award funds (continuation)	\$11,517	\$11,566	\$11,587
Peer review of new award applications	<u>0</u>	<u>0</u>	<u>100</u>
Total	11,517	11,566	21,587
Number of LEA awards (new)	0	0	13
Number of LEA awards (continuation)	15	15	15
Range of awards	\$384-\$993	\$381-\$1,000	\$381-\$1,000
Average award	\$768	\$771	\$767
School Climate Transformation Grants			
SEA grant award funds (continuation)	\$9,250	\$9,672	\$9,688
LEA grant award funds (continuation)	43,719	43,747	43,421
Technical assistance	<u>3,750</u>	<u>3,750</u>	<u>3,750</u>
Total	56,719	57,169	56,859
Number of SEA awards (continuation)	14	14	14
Range of SEA awards	\$465-\$750	\$491-\$750	\$491-\$750
Average SEA award	\$661	\$691	\$692
Number of LEA awards (continuation)	69	69	69
Range of LEA awards	\$207-\$750	\$216-\$750	\$223-\$750
Average LEA award	\$634	\$634	\$629
Grants to States for Emergency Management			
Grant award funds (continuation)	\$3,953	\$5,965	\$5,891
Number of SEA awards (continuation)	10	10	10
Range of awards	\$66-\$750	\$136-\$750	\$141-\$750
Average award	\$395	\$596	\$589
Mental Health Service Professional Demonstration Grants			
Grant award funds (continuation)	\$11,993	\$12,291	\$12,220
Number of awards (continuation)	27	27	27
Range of awards	\$143-\$500	\$181-\$502	\$146-\$507
Average award	\$444	\$455	\$453

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<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
School-Based Mental Health Services Grants			
Grant award funds (new) ¹	\$11,070	0	0
Grant award funds (continuations) ¹	0	\$7,970	\$9,836
Peer review of new award applications	<u>24</u>	<u>0</u>	<u>0</u>
Total	11,094	7,970	9,836
Number of awards (new)	6	0	0
Number of awards (continuations)	0	6	6
Average award ¹	\$1,845	\$1,328	\$1,639
National Center on Safe Supportive Learning Environments	\$1,500	\$2,784	\$2,784
Safer Schools and Campuses Best Practices Clearinghouse	0	\$701	\$701
Readiness and Emergency Management for Schools Technical Assistance Center	\$3,100	\$3,100	\$3,100
Other data collection, dissemination, outreach, and assistance	\$125	\$125	\$125
School Emergency Response to Violence (Project SERV)	\$5,000	\$4,329	\$2,897

¹ The Department frontloaded \$1,939 thousand of the second year (corresponding to fiscal year 2021) of the School-Based Mental Health Services grants with fiscal year 2020 funds. That explains the significant variation in funding and average award size across 2020, 2021, and 2022. On a comparable basis, excluding the frontloading, in total the 12-month budget periods for these six grants ranged from \$9.1 million to \$9.9 million each of these years; and across these three years, the average grant award size was \$1.6 million, and individual grant award sizes (for a single 12-month budget period) ranged from \$314 thousand to \$2,000 thousand.

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 2020, but may do so in fiscal years 2021 and 2022.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 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

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grantee annual and final performance reports. Targets are set on a cohort by cohort basis. The Department will be reviewing GPRA program performance goals, objectives, and measures for School Safety National Activities for possible revision in future years to ensure alignment with Administration policy.

Due to loss of operational capacity and impacts from the COVID-19 pandemic, only partial data are available for some cohorts for the FY 2020 performance period (or, in the case of the two 2014 cohorts, for the final performance period of the grants). More complete data should be available later this year.

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	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. 2019 actuals reflect preliminary performance data based on 15 of 22 grantees (only two-thirds) that have so far submitted final performance reports for a final performance period that extended into 2020.

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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	85

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. 2019 actuals reflect preliminary performance data based on 15 of 22 grantees that have so far submitted final performance reports for a final performance period that extended into 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	64

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 2017 and 2018 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. 2019 actuals reflect preliminary performance data based on 15 of 22 grantees that have so far submitted final performance reports for a final performance period that extended into 2020.

2019 Cohort of 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
2020		100%
2021	100%	
2022	60	

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Additional Information: 2020 actuals for this measure reflect performance based on data submitted by all 15 grantees. The actual percent for this year is presumed to be an anomaly heavily impacted by conditions of the COVID-19 pandemic and may not continue in future years.

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
2020		100%
2021	100%	
2022	75	

Additional information: 2020 actuals reflect preliminary performance based on 10 of 15 grantees that have so far submitted data for this measure. The actual percent for this year is presumed to be an anomaly heavily impacted by conditions of the COVID-19 pandemic and may not continue in future years.

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

Year	Target	Actual
2020		Not Available
2021		
2022		

Additional information: School closures due to the COVID-19 pandemic significantly limited the extent to which grantees were able to administer the school climate surveys that would have collected the 2020 data for this measure. The impact was so significant that no 2020 performance data for this measure were submitted by any of the 15 Project Prevent grantees. The Department anticipates that at least partial data for 2021 will be available at the end of calendar year 2021. Targets for subsequent years will be established at that time.

Measure: The percentage of grantees that report a measurable increase in the quality of family engagement and grantee engagement with community-based organization(s), as defined and measured by the grantee.

Year	Target	Actual
2020		Not Available
2021		
2022		

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Additional information: School closures due to the COVID-19 pandemic significantly limited the extent to which grantees were able to administer the school climate surveys that would have collected the 2020 data for this measure. The impact was so significant that no 2020 performance data for this measure were submitted by any of the 15 Project Prevent grantees. The Department anticipates that least partial data for 2021 will be available at the end of calendar year 2021. Targets for subsequent years will be established at that time.

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.

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	572	79	68

Additional information: 2019 actuals reflect preliminary performance data based on 50 of 70 grantees that have so far submitted final performance reports for the final performance period that extended into 2020. Declining performance is likely due to the COVID-19 crisis.

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	458	57	42

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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. 2019 actuals reflect preliminary performance data based on 47 of 70 grantees that have so far submitted final performance reports for a final performance period that extended into 2020. Declining performance likely is due to the COVID-19 crisis.

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	353	53	51

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. 2019 actuals reflect preliminary performance data based on 48 of 70 grantees that have so far submitted final performance reports for a final performance period that extended into 2020. Declining performance likely is due to the COVID-19 crisis.

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	516	63	44

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. 2019 actuals reflect preliminary performance data based on 50 of 70 grantees that have so far submitted final performance reports for a final performance period that extended into 2020. Declining performance is likely due to the COVID-19 crisis.

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2019 Cohort of 5-Year LEA School Climate Transformation Grants

Measure: The number and percentage of schools annually that are implementing a multi-tiered system of support framework with fidelity.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2020		305		45%
2021	314		48%	
2022	323		51	

Additional information: 2020 actuals reflect preliminary performance data based on 56 of 69 grantees that have so far submitted data for this measure.

Measure: The number and percentage of schools annually that are implementing opioid abuse prevention and mitigation strategies.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2020		196		42%
2021	202		45%	
2022	208		48	

Additional information: 2020 actuals reflect preliminary performance data based on 48 of 69 grantees that have so far submitted data on this measure.

Measure: The number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2020		281		61%
2021	289		64%	
2022	298		67	

Additional information: 2020 actuals reflect preliminary performance data based on 49 of 69 grantees that have so far submitted data on this measure.

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School safety national activities

Measure: The number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of other drugs.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2020		288		57%
2021	297		60%	
2022	306		63	

Additional information: 2020 actuals reflect preliminary performance data based on 66 of 69 grantees that have so far submitted data on this measure.

Measure: The number of training and/or technical assistance events to support implementing with fidelity provided annually by LEAs to schools implementing a multi-tiered system of support.

Year	Target	Actual
2020		2,173
2021	2,178	
2022	2,183	

Additional information: 2020 actuals reflect preliminary performance data based on 66 of 69 grantees that have so far submitted data for this measure.

Measure: The number and percentage of schools annually that report an improved school climate based on the results of the ED School Climate Surveys or similar tool.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2020		186		36%
2021	205		46%	
2022	226		56	

Additional information: 2020 actuals reflect preliminary performance data based on 47 of 69 grantees that have so far submitted data for this measure.

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.

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School safety national activities

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	3,187

Additional information: Numbers in the chart reflect trainings only. 2019 actuals reflect preliminary performance data based on 9 of 12 grantees that have so far submitted final performance reports for a final performance period that extended into 2020.

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	648	100	96

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. 2019 actuals reflect preliminary performance data based on 9 of 12 grantees that have so far submitted final performance reports for a final performance period that extended into 2020. Worsening performance (both when 2019 actual data are compared to 2018 actual data and to falling short of 2019 targets) is almost certainly due to the COVID-19 crisis.

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School safety national activities

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	841	63	40

Additional information: There are no 2015 data for this measure because most grantees waited until after the 2015-2016 school year to report initial results concurrently for all these measures. 2019 actuals reflect preliminary performance data based on 9 of 12 grantees that have so far submitted final performance reports for a final performance period that extended into 2020. Worsening performance (both when 2019 actual data are compared to 2018 actual data and to falling short of 2019 targets) is almost certainly due to the COVID-19 crisis.

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	2,877
2021	2,963	
2022	3,052	

Additional Information: Actuals for 2019 are based on data from 12 of 14 grantees; 2020 actuals are based on data from all 14 grantees. By the end of the 2020 (year 2) performance period, the grantees were much further along than year 1 in the implementation of their projects. Coincidentally that second year was when the COVID-19 pandemic resulted in a significant pivot from in-person to virtual training and technical assistance events. The change allowed for a significant increase in the *number* of those events. Finally, for year 1, some grantees unfortunately reported data that could not be aggregated and used for this measure. For example, reporting the number of *hours* of training and technical assistance provided, rather than a comparable unit of measure of the number of *events*. These factors explain why the actual data from 2019 to 2020 more than doubled.

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School safety national activities

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	2,925	25%	52
2021	3,071		57	
2022	3,224		62	

Additional Information: Actuals for 2019 are based on data from 10 of 14 grantees; 2020 actuals are based on data from all 14 grantees. As for the previous measure, by the end of the 2020 performance period the grantees were much further along than year 1 in the implementation of their projects and hiring project staff. Additionally, due to COVID-19, the shift to virtual training and technical assistance allowed for more schools to receive training and technical assistance, and leverage the number and percentage of schools that implemented a multitiered behavioral framework.

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		981		25%
2020	55	1,412	20%	35
2021	1,454		40	
2022	1,498		45	

Additional information: 2019 actuals reflect performance data from 14 of 14 grantees, including data reported too late to have been included in the Department's 2021 Congressional Budget Justification and presented here for the first time. Note: 2020 targets were established on the basis of the original, lower 2019 actuals. Targets have been reset starting with 2021, based on 2020 actuals. 2020 actuals reflect preliminary data based on 12 of 14 grantees. Due to COVID-19 disruptions, two grantees were approved for additional time to submit data for this measure. Based on the experience of the 2014 cohort of LEA School Climate Transformation Grants, the ability to implement with fidelity generally increases over time and as more schools are trained. This helps explain the significant increase in 2020 performance over 2019 on this measure.

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School safety national activities

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.

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	1,051
2021	290	
2022	320	

Additional information: Actuals for 2019 and 2020 are based on data from all 10 GSEM grantees. However, three grantees experienced significant hiring delays in 2019 and provided no trainings at all that year; consequently, the strong increase shown in 2020, when all grantees were conducting trainings, may not continue, even with the shift to virtual trainings during the pandemic. Moreover, in years 3, 4 and 5, it is anticipated that more grantees will be investing significantly more resources into developing their long-term, internal capacity to provide training and technical assistance beyond the period of funding (see next measure). Therefore, in future years, the total number of trainings provided annually is not likely to be as high as the total provided in Year 2. Accordingly, the targets for future years reflect the desired outcome of a minimum annual increase of 30 training events based on the original 2020 target of 260.

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	9
2021	10	
2022	10	

Additional information: Actuals for 2019 and 2020 are based on data from all 10 GSEM grantees.

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Mental Health Services Professional Demonstration Grants

Goal: To demonstrate innovative partnerships to train school-based mental health services providers for employment in schools in high-need LEAs including by providing opportunities to place graduate students of IHEs in school-based mental health fields into these schools to complete required field work, credit hours, internships, or related training as applicable for the degree, license, or credential program of each student.

Objective: Expand the pipeline of high-quality, trained providers to address the shortages of mental health service professionals in schools served by high-need LEAs.

Measure: The unduplicated number of school-based mental health services providers employed by 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.

Year	Target	Actual
2020		27
2021	34	
2022	43	

Additional information: 2020 actuals reflect preliminary performance data based on 6 of 27 grantees that have so far submitted data for this measure.

Measure: The number of school-based mental health services providers employed by schools and LEAs retained on an annual basis by a high-need local educational agency to provide school-based mental health services.

Year	Target	Actual
2020		6
2021	8	
2022	10	

Additional information: 2020 actuals reflect preliminary performance data based on 6 of 27 grantees that have so far submitted data for this measure.

School-Based Mental Health Services Grant Program (SBMH)

Goal: To increase the number of counselors, social workers, psychologists, or other service providers who provide school-based mental health services to students.

Objective: To increase the number of qualified school-based mental health service providers in LEAs with demonstrated need.

The Department will have baseline data later in 2021 on the following measures for the 2020 cohort of School-Based Mental Health Services Grants:

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- The number of school-based mental health service providers recruited as a result of the grant.
- The number of school-based mental health service providers retained as a result of the grant.
- The reduction in the ratio of students to mental health service providers for each LEA with demonstrated need served by the grant.
- The increase in the number of school-based mental health service providers hired annually for each LEA with a demonstrated need served by the grant compared with the average number of such providers hired in each LEA in the 5 years prior to receiving the grant.
- The reduction in the annual attrition rate of school-based mental health service providers for each LEA with a demonstrated need served by the grant compared with the average attrition rate of such providers in each LEA in the 5 years prior to receiving the grant.

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.

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.

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- 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 2022 Authorization: To be determined ¹

Budget Authority:

	2021	2022	Change from
	<u>Appropriation</u>	<u>Request</u>	<u>2021 to 2022</u>
	\$81,000	\$91,000	+\$10,000

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

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 challenges, 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 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 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)
2017	\$73,254
2018.....	78,254
2019.....	78,254
2020.....	80,000
2021.....	81,000

FY 2022 BUDGET REQUEST

The Administration requests \$91 million for Promise Neighborhoods, a \$10 million increase over the 2021 appropriation, as part of its broader initiative to expand infrastructure for community-school partnerships. The request would support continuation awards for the 2018 and 2021 cohorts and a \$33 million competition for new grants. This new investment is fully aligned with President Biden’s Executive Order on *Advancing Racial Equity and Support for Underserved Communities Through the Federal Government*, which calls for “a comprehensive approach to advancing equity for all, including people of color and others who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality.” Promise Neighborhoods, which typically provides grants of \$6 million annually for up to 5 years, is unique in supporting the full scope and scale of activities needed, in the words of the Executive Order, to “address the historic failure to invest sufficiently, justly, and equally in underserved communities, as well as individuals from those communities.”

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The new investment will also support the Administration's efforts to support community violence intervention strategies to reduce gun violence that disproportionately impacts underserved communities of color. Community violence is a risk factor for experiencing an adverse childhood experience (ACE) such as abuse, neglect, or witnessing violence, or having an incarcerated family member, and can lead youth to disconnect from school, further perpetuating a cycle of community violence. Promise Neighborhood pipeline services such as those that help youth make transitions, prepare them for the workforce, and provide mental health support help keep youth strongly connected to school and contribute to a reduction in community violence.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Grants			
Number of new awards	0	5-6	5-6
Funding for new awards	0	\$37,250	\$32,952
Number of continuation awards	13	7	12-13
Funding for continuation awards	\$70,570	\$40,525	\$54,823
Funding for extensions (section 4623(b) of ESEA)	\$6,000	0	0
Number of extensions	3	0	0
National Activities			
Technical assistance/Data assistance	\$2,022	\$3,079	\$3,079
Peer review of new award applications	0	\$146	\$146
National evaluation	\$1,408	0	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including this one, and to pool such funds for use in evaluating any ESEA program. While the Department did not reserve funds for this purpose from Promise Neighborhoods in fiscal year 2020, it may do so in fiscal years 2021 and 2022.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for Promise Neighborhoods for possible revision in future years to ensure alignment with Administration policy.

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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. Such technical assistance has resulted in improved consistency in reporting among grantees; as a result, the Department is able to report aggregate performance data for this program on virtually all performance measures.

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. The Department expects to have 2020 data in fall 2021.

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	73
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; however, staff conduct surveys in different years for different grantees. Therefore, the trend from 2017 to 2019 should be interpreted with caution. 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	51	43
2020		
2021		
2022		

Additional information: In general, data collection for this measure is difficult for grantees because assessments are inconsistent across multiple service providers, and some service providers do not use multi-domain assessments. In the 2019 reporting year, all 2016 and 2017 grantees reported data for this measure. Only one 2018 grantee reported data for this measure, so the Department has not included that cohort in this table.

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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	2018 Cohort Actual
2017	29%		
2018	31	42%	
2019	35	42	26%
2020			
2021			
2022			

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	2018 Cohort Actual
2017	21%		
2018	23	33%	
2019	25	32	18%
2020			
2021			
2022			

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

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2017	31%		
2018	27	22%	
2019	30	24	42%
2020			
2021			
2022			

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

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2017	89%		
2018	89	90%	
2019	92	91	83%
2020			
2021			
2022			

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Measure: Graduation rate.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2017	73%		
2018	80	77%	
2019	78	81	67%
2020			
2021			
2022			

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	53	56
2020		
2021		
2022		

Additional information: All 2016 grantees and three out of four 2017 grantees reported data for this measure in the 2019 reporting year.

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	30	28
2020		
2021		
2022		

Additional information: All 2016 and 2017 grantees reported data for this measure in the 2019 reporting year. Data from the 2018 cohort are not yet available.

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	66	54
2020		
2021		
2022		

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Additional information: All 2016 and 2017 grantees reported data for this measure in the 2019 reporting year. Data from the 2018 cohort are not yet available.

Measure: Student mobility rate.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2017	23%		
2018	22	14%	
2019	16	12	36%
2020			
2021			
2022			

Additional information: The student mobility rate is calculated by dividing the total number of new student entries and withdrawals at a school, from the day after the first official enrollment number is collected through the end of the academic year, by the first official enrollment number of the academic year. Four 2016 grantees, all 2017 grantees, and two 2018 grantees reported data for this measure in the 2019 reporting year.

Measure: The percentage of family members who report that they read to their child three or more times a week.

Year	2016 Cohort Actual
2017	60%
2018	71
2019	57
2020	
2021	
2022	

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; however, staff conduct surveys in different years for different grantees. Therefore, the trend from 2017 to 2019 should be interpreted with caution. For the 2017 cohort and beyond, this measure was revised to include the percentage of parents who encourage their children to read to themselves (see below).

Measure: The percentage of parents or family members that read to their children or encourage their children to read to themselves three or more times a week or reported their child read to themselves three or more times a week (birth-8th grade).

Year	2017 Cohort Actual
2018	60%
2019	69
2020	
2021	
2022	

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Additional information: Three 2017 grantees reported data for this measure in the 2019 reporting year. Data for the 2018 cohort are not yet available.

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	75	91
2020		
2021		
2022		

Additional information: Four 2016 grantees and three 2017 grantees reported data for this measure. Data for the 2018 cohort are not yet available. 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; however, staff conduct surveys in different years for different grantees. Therefore, the trend from 2017 to 2019 should be interpreted with caution.

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	91	97
2020		
2021		
2022		

Additional information: Four 2016 grantees and all 2017 grantees reported data for this measure. Data for the 2018 cohort are not yet available. Despite relatively high rates of students with school and home access to broadband internet, grantees in rural areas in particular reported challenges such as students who could only access the internet at home using a cellular phone.

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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 2022 Authorization: To be determined ¹

Budget Authority:

	2021	2022	Change from
	<u>Appropriation</u>	<u>Request</u>	<u>2021 to 2022</u>
	\$30,000	\$443,000	+\$413,000

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

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 make available 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 support and positively impact communities experiencing the effects of concentrated poverty on students and families. 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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Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017.....	\$10,000
2018.....	10,000
2019.....	17,500
2020.....	25,000
2021.....	30,000

FY 2022 BUDGET REQUEST

The Administration requests \$443 million for FSCS, a \$413 million increase over the fiscal year 2021 appropriation. This significant increase in funding reflects the growing recognition that students and families in high-poverty communities historically have had less access to the comprehensive social, emotional, and mental health services and supports they need to succeed. Community schools have and will continue to play a critical role in providing comprehensive wrap-around services during and after the COVID-19 pandemic. The FSCS program provides a well-established, scalable model for enabling schools in underserved communities to provide the full range of supports and services to meet the needs of students from low-income backgrounds who suffered disproportionately from the impact of the pandemic.

This substantial increase in funds also fully aligns with President Biden’s Executive Order on Advancing Racial Equity and Support for Underserved Communities Through the Federal Government, which calls for “a comprehensive approach to advancing equity for all, including people of color and others who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality.” The Partnership for the Future of Learning, which has developed a *Community Schools Playbook* as a guide to selecting an implementing community schools strategies, describes community schools as a “core element of an equity strategy:”

All children and families benefit from access to resources, opportunities, and supports to advance learning and healthy development. Community schools can address systemic barriers that limit opportunities for students and families—often based on race and class—ensuring fair access to the supports that will prepare students for future success. By tapping into a community’s assets and culture—from nonprofits to museums to businesses—community schools bring powerful learning opportunities to schools that are under-resourced, and which may have narrowed the curriculum in response to fiscal constraints and testing pressures. In doing so, they help reduce the achievement gap—the inequalities in students’ performance on test scores, grades, and other observable school outcomes that result in part from a lack of access.¹

There is growing evidence that the components of evidence-based community schools—integrated student supports, expanded learning time opportunities, family and community engagement, and collaborative leadership— in concert contribute meaningfully to improved

¹ <https://communityschools.futureforlearning.org/assets/downloads/community-schools-playbook.pdf>.

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student outcomes and school performance. For example, a 2017 study from the Learning Policy Institute, *Community Schools as an Effective School Improvement Strategy: A Review of the Evidence*, concluded that “Ample evidence is available to inform and guide policymakers, educators, and advocates interested in advancing community schools, and sufficient research exists to meet the ESSA standard for an evidence-based intervention.¹ Additionally, a 2020 study from the Rand Corporation, *Illustrating the Promise of Community Schools: An Assessment of the Impact of the New York City Community Schools Initiative*, concluded that community schools in New York City had a positive impact on student attendance, on-time grade progression, high school graduation rates, a reduction in disciplinary incidents for elementary and middle school students, math achievement, credit accumulation for high school students, shared responsibility for student success at elementary and middle schools, and students' sense of connectedness to adults and peers for elementary and middle school students.²

The request would build on this success through a dramatic expansion of the Full-Service Community Schools program that would provide nearly \$400 million in new awards in fiscal year 2022. These new 5-year grants would support the creation of an estimated 800 new community schools serving up to 2.4 million additional students, family members, and community members.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Number of new awards	19	0	99 - 399
Funding for new awards	\$8,989	0	\$398,833
Range of awards	\$268 - \$500	0	\$1,000 - \$4,000
Number of continuation awards	23	42	42
Funding for continuation awards	\$16,011	\$30,000	\$43,167
Peer review of new award applications	0	0	\$1,000

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 2020, it may do so in fiscal years 2021 and 2022.

New awards in fiscal year 2020 were funded from the fiscal year 2019 slate.

¹ https://learningpolicyinstitute.org/sites/default/files/product-files/Community_Schools_Effective_REPORT.pdf.

² Johnston, William R., John Engberg, Isaac M. Opper, Lisa Sontag-Padilla, and Lea Xenakis, *Illustrating the Promise of Community Schools: An Assessment of the Impact of the New York City Community Schools Initiative*. City of New York, 2020. https://www.rand.org/pubs/research_reports/RR3245.html.

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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. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for Full-Service Community Schools for possible revision in future years to ensure alignment with Administration policy. In particular, the Department anticipates developing a more comprehensive set of measures for the fiscal year 2022 cohort of grantees that includes such elements as the types of services provided and the impact on outcomes for students and families.

The following performance measure is the only measure in use for current grantees.

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

Year	Target	Actual
2017	100%	107%
2018	100	101
2019	100	99
2020	100	
2021	100	
2022	100	

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 and families, or community members.