

Department of Education
SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Fiscal Year 2023 Budget Request

CONTENTS

	<u>Page</u>
Appropriations Language.....	1
Analysis of Language Provisions and Changes.....	2
Amounts Available for Obligation.....	3
Summary of Changes.....	4
Authorizing Legislation.....	5
Appropriations History.....	6
Significant Items in FY 2022 Appropriations Reports.....	7
Summary of Request.....	8
School safety national activities.....	9
Promise neighborhoods.....	26
Full-service community schools.....	34
Account Summary Table.....	40

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Appropriations Language

For carrying out activities authorized by subparts 2 and 3 of part F of title IV of the ESEA, \$693,000,000: Provided, That \$129,000,000 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 \$468,000,000 shall be available for section 4625, and up to \$10,000,000 of such funds may be used for planning grants:³ Provided further, That the Secretary may use up to \$25,000,000 of the funds in the preceding proviso for grants to local educational agencies to provide integrated student supports designed to improve student social, emotional, physical, and mental health and academic outcomes:⁴ Provided further, That the Secretary may reserve up to 2 percent of the funds provided in the second preceding proviso for technical assistance under section 4625 and to grantees funded under the preceding proviso:⁵ Provided further, That \$96,000,000 shall be available through December 31, 2023, for section 4624.⁶

NOTE

A full-year 2022 appropriation for this account was not enacted at the time the Budget was prepared; therefore, the Budget assumes this account is operating under the Continuing Appropriations Act, 2022 (Division A of Public Law 117-43, as amended). The amounts included for 2022 reflect the annualized level provided by the continuing resolution.

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

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Analysis of Language Provisions and Changes

Language Provision	Explanation
<p>¹ For carrying out activities authorized by subparts 2 and 3 of part F of title IV of the ESEA, \$693,000,000: Provided, That \$129,000,000 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>²... 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:...</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...Provided further, That \$468,000,000 shall be available for section 4625, and up to \$10,000,000 of such funds may be used for planning grants:...</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), and allows up to \$10 million to be awarded as planning grants.</p>
<p>⁴...Provided further, That the Secretary may use up to \$25,000,000 of the funds in the preceding proviso for grants to local educational agencies to provide integrated student supports designed to improve student social, emotional, physical, and mental health and academic outcomes:...</p>	<p>This language authorizes the use of \$25 million of the amount available for Full-Service Community Schools to be used for grants to school districts to provide integrated student supports.</p>
<p>⁵...Provided further, That the Secretary may reserve up to 2 percent of the funds provided in the second preceding proviso for technical assistance under section 4625 and to grantees funded under the preceding proviso:...</p>	<p>This language allows the Secretary to reserve up to 2 percent of Full-Service Community Schools funds to provide technical assistance for grantees under both FSCS and the proposed integrated student supports program.</p>
<p>⁶...Provided further, That \$96,000,000 shall be available through December 31, 2023, 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 2023 to obligate them.</p>

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Amounts Available for Obligation (dollars in thousands)

Appropriation and Adjustments	2021	2022	2023
Discretionary appropriation	\$217,000	\$217,000	\$693,000
Unobligated balance expiring	0	0	0
Total, direct obligations	217,000	217,000	693,000

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Summary of Changes
(dollars in thousands)

2022	\$217,000
2023	693,000
Net change	+476,000

Increases:	2022 base	Change from base
<u>Program:</u>		
Increase for School Safety National Activities Project Prevent grants and a proposed National Clearinghouse on School Infrastructure and Sustainability.	\$106,000	+\$23,000
Increase for Promise Neighborhoods.	81,000	+15,000
Increase for Full-Service Community.	30,000	+438,000
Subtotal, increases		+476,000

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Authorizing Legislation
(dollars in thousands)

Activity	2022 Authorized	2022 Estimate	2023 Authorized	2023 Request
School safety national activities (<i>ESEA IV-F, Subpart 3, section 4631</i>)	0 ^{1,2}	\$106,000	TBD ²	\$129,000
Promise neighborhoods (<i>ESEA IV-F, Subpart 2, section 4624</i>)	3	81,000	TBD ²	96,000
Full-service community schools (<i>ESEA IV-F, Subpart 2, section 4625</i>)	3	30,000	TBD ²	468,000
Total definite authorization	0		TBD	
Total annual appropriation		217,000		693,000
Portion of request subject to reauthorization				693,000

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 expired September 30, 2021. Reauthorization for FY 2023 is expected through appropriations action.

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.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2014 ¹	\$1,831,673	N/A	\$330,481	\$270,892
2015 ²	1,463,370	N/A	270,892	223,315
2016 ³	349,561	\$56,754	120,314	244,815
2017 ⁴	228,000	63,254	143,354	151,254
2018 ⁵	134,857	138,000	131,254	185,754
2019 ⁶	43,000	185,754	190,754	190,754
2020 ⁷	200,000	320,000	183,254	201,000
2021 ⁸	0	219,000	210,000	217,000
2022 ⁹	650,000	1,666,000	1,417,000	201,000
2023	693,000			

¹ The House allowance is shown as N/A because there was no Subcommittee action. The level for the Senate allowance reflects Senate Subcommittee action only.

² The House allowance is shown as N/A because there was no Subcommittee action. The level for the Senate allowance reflects Senate Subcommittee action only.

³ The levels for the 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.

⁴ The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriation bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

⁵ The level for the House allowance 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, 2018 (P.L. 115-141).

⁶ 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).

⁷ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

⁸ The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

⁹ Content of footnote here.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Significant Items in FY 2022 Appropriations Reports

School Safety National Activities

House report: The Committee directs the Department to report to the Committees on Appropriations within 180 days of enactment of this Act on how fiscal years 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: The Department will provide the requested report.

Senate Explanatory

Statement The Committee requests a briefing on the Department's plans for this [Project Prevent] grant competition not later than 14 days prior to publication of a notice inviting applications.

Response: The Department will provide the requested briefing.

Full Service Community Schools

Senate: The Committee strongly encourages the Department to prioritize applications from eligible entities in states that have a statewide community schools strategy. The Committee requests a briefing not later than 14 days prior to the publication of a notice inviting applications for fiscal year 2022 grants under this program.

Response: The Department published a Notice of Proposed Priorities for the Full-Service Community Schools program on January 12, 2022 and public comments were due February 11, 2022. The Department will provide a briefing not later than 14 days prior to issuing a notice inviting applications for Full-Service Community Schools.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Summary of Request

Funds requested for the Safe Schools and Citizenship Education account support activities help improve students' safety and well-being, enhance 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 program areas—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. Specific increases include the following:

- The request for School Safety National Activities includes a \$23 million increase, which would provide approximately \$24.7 million for new grants under Project Prevent, which provides grants to LEAs to help break the cycle of violence in communities with pervasive violence, and \$2 million for a proposed National Clearinghouse on School Infrastructure and Sustainability to provide technical assistance and training to SEAs and LEAs, on issues related to educational facility planning, design, financing, construction, improvement, operation, and maintenance.
- 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 \$463 million, a \$433 million increase. Approximately \$415 million would be for new grant awards, including \$25 million for new integrated student supports grants; the remainder would fund current grants through to the completion of their projects.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

School safety national activities

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

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

	2022 Estimate	2023 Request	Change
	\$106,000	\$129,000	+\$23,000

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 a violent or traumatic incident.

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; (2) social and emotional supports to help address the effects of community 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

¹ The GEPA extension applied through September 30, 2021. Reauthorization for FY 2023 is expected through appropriations action.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

student social and emotional well-being. Nearly all currently funded projects include strategies to prevent and/or mitigate the effects of opioid abuse.

- 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 operate safely and meet the needs of students, teachers, and other school staff during the COVID-19 pandemic. The Clearinghouse addresses the following three major topics: (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—

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

strategies to address the social, emotional, health, and other needs of teachers, faculty, and staff.

- The Department’s Readiness and Emergency Management for Schools (REMS) 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)
2018	\$90,000
2019	95,000
2020	105,000
2021	106,000
2022 Estimate	106,000

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$129 million for School Safety National Activities, \$23 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation. The request would provide approximately \$24.7 million for new awards under Project Prevent, which provides grants to LEAs to help break the cycle of violence in communities with pervasive violence, and \$2 million for a new National Clearinghouse on School Infrastructure and Sustainability.

Children and youth's exposure to community violence, whether as victims, witnesses, or justice-involved youth, is often associated with long-term physical, psychological, and emotional harms. The investment in Project Prevent projects would enable schools, which are often the center of the community for students and their families, to provide students with community-supported resources to address longstanding or generational trauma of community violence. Project activities may include mental health services for students affected by community violence; mentorship programming, conflict management programs; and implementation of community- and school-based strategies to help prevent community violence and to mitigate the impacts of exposure to community violence. This activity is aligned with the Administration’s Government-wide Community Violence Interventions (CVI) initiative to promote strategies for reducing gun violence through solutions other than incarceration.

Too many students attend schools that are run-down, unsafe, and pose health risks. These conditions are dangerous for students and exist disproportionately in schools with high percentages of low-income students and students of color. The American Society of Civil Engineers gives our K-12 school infrastructure a “D+.” In order to support school systems to address longstanding school facilities needs the Administration is proposing to establish an office of school infrastructure and sustainability (funded with program administration funds) that would provide technical assistance and training to SEAs and LEAs on issues related to educational facility planning, design, financing, construction, improvement, operation, and

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

maintenance, including green building design and operation practices consistent with the Administration's commitment to address the causes and consequences of climate change, and leveraging federal funding to support this work. In addition, the Administration would support a new clearinghouse under School Safety National Activities to support the work of the new office and develop resources and assemble best practices on issues related to ensuring equitable access to healthy, educationally adequate and environmentally and fiscally sustainable public-school facilities and grounds. The clearinghouse would address how to ensure safe and health school facilities and how school physical environments, both indoors and outdoors, can be used to support a variety of hands-on, real-world learning and whole-student health activities, including facilities that support science, art, music, cafeteria, and early learning activities; Americans with Disabilities Act compliance; and school gardens and green schoolyards.

The proposal for a new office and clearinghouse recognizes the increasing need for assistance and technical support to SEAs and LEAs in school infrastructure, with a proposed Office to carry out such duties and this request. This investment would also support President Biden's Executive Order 14008 which directed a government-wide approach to the climate crisis. The COVID-19 pandemic has highlighted the need to improve ventilation and air filtration in schools, given that aerosol transmission is the main mode of infection for the virus. A 2020 Government Accountability Office (GAO) report demonstrates a preexisting and urgent need for a quarter of school districts to update or replace heating, ventilation, and air conditioning systems.

Most other fiscal year 2023 funds would support continuation costs for grants awarded in prior years, including those for Project Prevent grants newly funded in 2021 and 2022, LEA School Climate Transformation Grants, Mental Health Service Professional Demonstration Grants, and School-Based Mental Health Services Grants. Other funds would be used for technical assistance and outreach activities.

In addition, the Department would reserve \$5 million for Project SERV to maintain a "ready reserve" of funding to provide immediate financial assistance to help schools, colleges, and universities restore the learning environment following a violent or traumatic event.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	2021	2022	2023
Project Prevent			
Grant award funds (new)	0	\$2,950	\$24,694
Grant award funds (continuation)	\$11,565	11,587	21,424
Peer review of new award applications	0	50	300
Total	11,565	14,587	46,418
Number of awards (new)	0	3-5	28-32
Number of awards (continuation)	15	15	30
Range of awards	\$381-1,000	\$381-1,000	\$400-1,000
Average award	\$771	\$767	\$800
Project SAFE			
Grant award funds (new)	\$569	0	0
Number of awards	2	0	0
Range of awards	\$148-421	0	0
Average award	\$284	0	0
School Climate Transformation Grants			
SEA grant award funds (continuation)	\$9,163	\$9,687	0
LEA grant award funds (continuation)	41,124	43,421	\$42,034
Technical assistance	3,750	3,750	3,750
Total	54,037	56,858	45,784
Number of SEA awards (continuation)	14	14	0
Range of SEA awards	\$491-750	\$491-750	0
Average SEA award	\$655	\$692	0
Number of LEA awards (continuation)	69	69	69
Range of LEA awards	\$216-750	\$223-750	\$224-750
Average LEA award	\$634	\$629	\$609

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

Output Measures	2021	2022	2023
Grants to States for Emergency Management			
Grant award funds (continuation)	\$5,057	\$4,817	0
Number of SEA awards (continuation)	10	10	0
Range of awards	\$136-750	\$141-750	0
Average award	\$596	\$589	0
Mental Health Service Professional Demonstration Grants			
Grant award funds (continuation)	\$12,192	\$12,220	\$11,602
Number of awards (continuation)	27	27	27
Range of awards	\$181-502	\$46-507	\$159-515
Average award	\$455	\$453	\$443
School-Based Mental Health Services Grants			
Grant award funds (new)	\$2,500	0	0
Grant award funds (continuations) ¹	9,283	\$11,024	\$11,535
Total	11,783	11,024	11,535
Number of awards (new)	1	0	0
Number of awards (continuations)	6	7	7
Average award ¹	\$1,328	\$1,639	\$1,506
National Clearinghouse on School Facilities			
	0	0	\$2,000
National Center on Safe Supportive Learning Environments			
	\$1,921	\$2,785	\$2,785
Safer Schools and Campuses Best Practices Clearinghouse			
	\$701	\$484	\$701
Readiness and Emergency Management for Schools Technical Assistance Center			
	\$3,100	\$3,100	\$3,100
Other data collection, dissemination, outreach, and assistance			
	\$75	\$125	\$75
School Emergency Response to Violence (Project SERV)			
	\$5,000	0	\$5,000

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.

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

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

funds for this purpose from School Safety National Activities in fiscal year 2021, but may do so in fiscal years 2022 and 2023.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program 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.

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.

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	Baseline	100%
2021	100%	86
2022	60	
2023	70	

Additional Information: Data for 2020 reflect performance based on reports submitted by all 15 grantees and are presumed to be an anomaly due to the impact of the COVID-19 pandemic; such performance may not continue in future years. Data for 2021 are based on all 15 grantees reporting valid and complete data. The decrease in 2021 may also be due to the continued impact of the COVID-19 pandemic on in-person learning.

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	Baseline	100%
2021	100%	47

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

2022	75	
2023	80	

Additional information: Data for 2020 reflect preliminary performance based on 10 of 15 grantees that submitted data for this measure. Data for 2020 are presumed to be an anomaly due to the impact of the COVID-19 pandemic and such performance may not continue in future years. Data for 2021 are based on all grantees reporting valid and complete data. The decrease in 2021 may also be due to the continued impact of the COVID-19 pandemic on in-person learning.

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	Baseline	Not Available
2021		20%
2022		
2023	60%	

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. Data for 2021 are based on 6 of 15 grantees that reported valid and complete data. Nine of the 15 grantees experienced delays with releasing and validating the survey instruments. Performance in 2021 may be due to the shift from in-person to virtual instruction due to the pandemic.

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		20%
2022		
2023	60%	

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 none of the 15 Project Prevent grantees submitted 2020 performance data for this measure. Data for 2021 are based on 6 of 15 grantees that reported valid and complete data. Nine of the 15 grantees experienced delays releasing and validating the survey instruments. Performance in 2021 may be due to the shift from in-person to virtual instruction due to the pandemic.

LEA School Climate Transformation Grants

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

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 using multi-tiered behavioral frameworks.

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	Baseline	305	Baseline	45%
2021	314	468	48%	64
2022	323		51	
2023	333		54	

Additional information: Data for 2020 reflect performance based on 56 of 69 grantees that. By the end of 2021, grantees were much further along with implementing a multi-tiered system of support than in the previous year. Additionally, shifts from virtual to in-person learning positively impacted the grantees' ability to service more schools.

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	Baseline	196	Baseline	42%
2021	202	377	45%	67
2022	208		48	
2023	214		52	

Additional information: Data for 2020 reflect performance based on 48 of 69 grantees. Data for 2021 reflect performance based on 60 of 69 grantees. In 2021, grantees were much further along with implementing opioid abuse prevention and mitigation strategies than in the previous year. Additionally, shifts from virtual to in-person learning positively impacted the grantees' ability to service more schools.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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 alcohol.

Year	Number Target	Number Actual	Percentage Target	Percentage Actual
2020	Baseline	281	Baseline	61%
2021	289	607	64%	84
2022	298		67	
2023				

Additional information: Data for 2020 reflect preliminary performance data based on 49 of 69 grantees. Data for 2021 reflect performance based on 63 of 69 grantees.

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	Baseline	288	Baseline	57%
2021	297	590	60%	80
2022	306		63	
2023	315		66	

Additional information: Data for 2020 reflect performance based on 66 of 69 grantees. Data for 2021 reflect performance based on 62 of 69 grantees.

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	Baseline	2,173
2021	2,178	4,495
2022	2,183	
2023		

Additional information: Data for 2020 reflect performance based on 66 of 69 grantees. Data for 2021 reflect performance based on 67 of 69 grantees. In 2021, grantees were much further along in their ability to provide training as many schools returned to in-person learning as opposed to virtual learning. Additionally, trainings that had been previously planned, then cancelled due to the COVID-19 pandemic, were rescheduled for 2021.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

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	Baseline	186	Baseline	36%
2021	205	286	46%	71
2022	226		56	
2023	249		66	

Additional information: Data for 2020 reflect performance based on 47 of 69 grantees. Due to COVID-19 pandemic related interruptions and other conflicts, the 2021 data reflect performance based on 47 of 69 grantees. Of the 22 grantees that did not report data for this measure, nine reported not completing the school climate surveys; nine reported a need to reschedule the school climate survey; and four claimed their data was incorrectly reported and expect to resubmit their data to the Department.

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.

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	Baseline	1,273
2020	1,350	2,877
2021	2,963	6,028
2022	3,052	
2023	3,144	

Additional Information: Data for 2019 are based on reports from 12 of 14 grantees; data for 2020 are based on reports from all 14 grantees. By the end of the 2020 (year 2) performance period, the grantees were much further along 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.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

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	Baseline	374	Baseline	23%
2020	468	2,925	25%	52
2021	3,071	3,573	57	78
2022	3,224		62	
2023	3,385		67	

Additional Information: Data for 2019 are based on reports from 10 of 14 grantees. Data for 2020 and 2021 are based on reports from all 14 grantees. As for the previous measure, by the end of the 2020 performance period grantees were much further along in the implementation of their projects and hiring project staff than in their first year of their projects. Due to the COVID-19 pandemic, the shift to virtual training and technical assistance allowed for more schools to receive training and technical support, which leveraged 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	Baseline	981	Baseline	25%
2020	55	1,412	20%	35
2021	1,454	1,840	40	51
2022	1,498		45	
2023	1,543		50	

Additional information: Data for 2019 reflect performance from 14 of 14 grantees, including data reported too late to have been included in the Department’s 2021 Congressional Budget Justification. Targets for 2020 were established on the basis of the original, lower performance for 2019, and were reset for 2021 based on performance for 2020. Data for 2020 reflect performance based on 12 of 14 grantees (two grantees were granted additional time to submit data for this measure due to COVID-19 disruptions). Data for 2021 are based on reports from all 14 grantees. 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 may help explain the significant increase in 2021 performance over 2020 on this measure.

Grants to States for Emergency Management (GSEM)

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

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

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

2018 Cohort Grants to States for Emergency Management (GSEM)

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	Baseline	229
2020	260	1,051
2021	290	1,841
2022	320	
2023	500	

Additional information: Data for 2019 and 2020 are based on reports from all 10 GSEM grantees (note that three grantees experienced significant hiring delays in 2019 and provided no training at all that year). All 10 grantees provided training in 2021 (year 3); some grantees only conducted virtual training, while other grantees conducted both virtual and in-person training. Due to the continued strong increase in virtual training sessions from 2020 to 2021, many grantees surpassed their own training goals by increasing the number of anticipated participants.

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	Baseline	7
2020	10	9
2021	10	10
2022	10	
2023	10	

Additional information: Data for 2019, 2020 and 2021 are based on reports from all 10 GSEM grantees. Data represent the number of SEA grantees that provided training and technical assistance to LEAs. On average, grantees' overall capacity to provide training and technical assistance to LEAs for the development and implementation of high-quality school EOPs increased by 43 percent from 2020 to 2021.

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

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

mental health service professionals in schools served by high-need LEAs.

2019 Cohort Mental Health Services Professional Demonstration Grants

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	Baseline	27
2021	34	84
2022	43	
2023	54	

Additional information: Data for 2020 reflect performance based on 6 of 27 grantees that submitted data for this measure. Data for 2021 reflect performance based on 18 of 27 grantees that have increased the number of mental health providers trained, and hired by an eligible LEA. Nine grantees did not report change in performance primarily due to graduate students or interns still completing their training who were not yet eligible to be hired.

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	Baseline	6
2021	8	19
2022	10	
2023	13	

Additional information: Data for 2020 reflect performance based on 6 of 27 grantees. Data for 2021 reflect performance based on 8 of 27 grantees that have increased the number of mental health providers that were trained, hired by an eligible LEA, and retained for at least nine months. Eighteen grantees reported no change in this measure and one grantee reported a decrease. Overall, a total of 19 providers have been hired and retained for at least nine months.

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.

2020 Cohort School-Based Mental Health Services Grant Program

Measure: The number of school-based mental health service providers recruited as a result of the grant.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

Year	Target	Actuals
2021	Baseline	66
2022	73	
2023	80	

Additional Information: Data for 2021 reflect performance based on data submitted by four of the six grantees. Two grantees encountered significant delays and experienced additional obstacles due to restrictions from the COVID-19 pandemic. The Department anticipates that all grantees will report data by the end of 2022.

Measure: The number of school-based mental health service providers retained as a result of the grant.

Year	Target	Actuals
2021	Baseline	454
2022	499	
2023	549	

Additional Information: Data for 2021 reflect performance based on data submitted by four of the six grantees. Two grantees encountered significant delays and experienced additional obstacles due to restrictions from COVID-19. The Department anticipates that all grantees will report data by the end of 2022.

Measure: The reduction in the ratio of students to mental health service providers for each LEA with demonstrated need served by the grant.

Year	Target	Actuals
2021		153
2022	168	
2023	185	

Additional Information: Data for 2021 reflect performance based on reports submitted by three of the six grantees. Three grantees did not report on this measure due to delays in the SEA selecting LEAs for participation. Performance for 2021 represents a reduction from the baseline, which was one provider to 900 students or 1:900. The ratio in 2021 was 1:747, representing a 17 percent reduction in the ratio. The Department anticipates a 10 percent reduction in the ratio in years two through five of the projects, and that all grantees will report data by the end of 2022.

Measure: 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.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

Year	Target	Actuals
2021	Baseline	107
2022	118	
2023	130	

Additional Information: Data for 2021 reflect performance based on reports submitted by four of the six grantees. The baseline average was 112 mental health service providers hired annually in the 5 years prior to the grant. The number for 2021 represents a 4.5 percent decrease from the baseline. The Department anticipates that all grantees will report data by the end of 2022.

Measure: 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.

Year	Number Target	Number Actuals	Percentage Target	Percentage Actuals
2021	Baseline	55	Baseline	59%
2022	61		65%	
2023	67		71%	

Additional Information: Data for 2021 reflect performance based on reports submitted by four of the six grantees. The baseline average is an annual attrition rate of 35 providers leaving annually over the previous 5 years. The number for 2021 represents a 59 percent increase from the baseline in the number of providers who left their positions. This increase in attrition is likely due in part to the COVID-19 pandemic and the missing data from two of the six grantees. The Department anticipates that all grantees will report data by the end of 2022.

2021 Cohort School-Based Mental Health Services Grant Program

The Department will have baseline data later in 2022 on the following measures for the 2021 cohort of School-Based Mental Health Services Grants:

- 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.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

School safety national activities

- 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.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Promise neighborhoods

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

(dollars in thousands)

FY 2023 Authorization: To be determined¹

Budget Authority:

2022 Estimate	2023 Request	Change
\$81,000	\$96,000	+\$15,000

PROGRAM DESCRIPTION

The Promise Neighborhoods program provides competitive grants to support distressed communities in improving the educational opportunities and 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 (e.g., summer bridge programs and early warning indicator systems); 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

¹ The GEPA extension expired September 30, 2021; authorization for FY 2023 is expected through appropriations language.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Promise neighborhoods

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)
2018	\$78,254
2019	78,254
2020	80,000
2021	81,000
2022 Estimate	81,000

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$96 million for Promise Neighborhoods, \$15 million more than a fiscal year 2022 annualized CR based on the fiscal year 2021 appropriation, as part of its broader initiative to expand infrastructure for community-school partnerships. The request would support continuation awards for the 2021 and 2022 cohorts and a \$24 million competition for new grants. Consistent with the 2022 competition, the 2023 competition would incentivize applicants (e.g., through a competitive preference priority) to incorporate community violence intervention (CVI) strategies into their proposed projects.

This program investment is also 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

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Promise neighborhoods

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.”

A new competition will include a priority on CVI strategies that would help 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, witnessing violence, or having a family member who is incarcerated—and can lead youth to disengage and disconnect from school and contribute to 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 can 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>2021</u>	<u>2022</u>	<u>2023</u>
Grants			
Number of new awards	8	1	4
Funding for new awards	\$46,383	\$7,363	\$24,117
Number of continuation awards	4	11	9
Funding for continuation awards	\$31,922	\$69,223	\$67,483
National Activities			
Technical assistance/Data assistance	\$2,523	\$4,308	\$4,250
Peer review of new award applications	172	106	150

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 2021, it may do so in fiscal years 2022 and 2023.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Promise neighborhoods

PROGRAM PERFORMANCE INFORMATION

Performance Measures

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	83

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	2018 Cohort Actual
2018	35%	43%	
2019	51	43	33%
2020	47	14	51
2021			
2022			
2023			

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. In the 2020 reporting year, only one 2017 grantee reported data for this measure. Grantees faced assessment limitations resulting from the COVID-19 pandemic. In 2019, only one 2018 grantee reported data for this measure. In 2020, two 2018 grantees reported data for this measure.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Promise neighborhoods

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
2018	31%	42%	
2019	35	42	26%
2020	Not available	Not available	Not available
2021			
2022			
2023			

Additional Information: The Department waived assessment requirements for the 2019-2020 school year due to widespread closures related to the COVID-19 pandemic; therefore, the Department does not expect to report actual data for these measures for 2020. Data for 2021 will be available in 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
2018	23%	33%	
2019	25	32	18%
2020	Not available	Not available	Not available
2021			
2022			
2023			

Additional Information: The Department waived assessment requirements for the 2019-2020 school year due to widespread closures related to the COVID-19 pandemic; therefore, the Department does not expect to report actual data for these measures for 2020. Data for 2021 will be available in 2022.

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

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2018	27%	22%	
2019	30	24	42%
2020	25	26	53
2021			
2022			
2023			

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Promise neighborhoods

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

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2018	89%	90%	
2019	92	91	83%
2020	92	85	83
2021			
2022			
2023			

Measure: Graduation rate.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2018	80%	77%	
2019	78	81	67%
2020	79	81	63
2021			
2022			
2023			

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	2018 Cohort Actual
2018	44%	54%	
2019	53	56	64%
2020	45	69	Not available
2021			
2022			
2023			

Additional information: All 2016 grantees and three out of four 2017 grantees reported data for this measure in the 2019 reporting year. In 2020, 2018 grantees were not able to collect this data due to the COVID-19 pandemic.

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

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2018	29%	23%	
2019	30	28	
2020	21	52	24%
2021			
2022			
2023			

Additional information: All 2016 and 2017 grantees reported data for this measure in the 2019 reporting year. Two 2018 grantees reported data for this measure in the 2020 reporting year.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Promise neighborhoods

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

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2018	70%	70%	
2019	66	54	
2020	80	71	61%
2021			
2022			
2023			

Additional information: All 2016 and 2017 grantees reported data for this measure in the 2019 reporting year. Two 2018 grantees reported data for this measure in the 2020 reporting year.

Measure: Student mobility rate.

Year	2016 Cohort Actual	2017 Cohort Actual	2018 Cohort Actual
2018	22%	14%	
2019	16	12	36%
2020	17	17	22
2021			
2022			
2023			

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 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	Not available
2021	
2022	
2023	

Additional information: Three 2017 grantees reported data for this measure in the 2019 reporting year. In 2020, none of the grantees successfully fielded a neighborhood survey due to the COVID-19 pandemic. Data for the 2018 cohort are not yet available.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Promise neighborhoods

Measure: For children in the 9th through 12th 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
2018	86%	84%
2019	75	91
2020	84	Not available
2021		
2022		
2023		

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. In 2020, none of the grantees successfully fielded a neighborhood survey due to the COVID-19 pandemic. Data for the 2018 cohort are not yet available.

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	2018 Cohort Actual
2018	95%	95%	
2019	91	97	
2020	98	94	91%
2021			
2022			
2023			

Additional information: Four 2016 grantees and all 2017 grantees reported data for this measure. 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.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Full-service community schools

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

(dollars in thousands)

FY 2023 Authorization: To be determined ¹

Budget Authority:

	2022	2023	
	<u>Estimate</u>	<u>Request</u>	<u>Change</u>
	\$30,000	\$468,000	\$438,000

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 social, health, and academic 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 with high rates of poverty that provide such supports to children and families. 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.

¹ The GEPA extension expired September 30, 2021; authorization for FY 2023 is expected through appropriations language.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Full service community schools

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2018	\$17,500
2019	17,500
2020	25,000
2021	30,000
2022 Estimate	30,000

FY 2023 BUDGET REQUEST

For fiscal year 2023, the Administration requests \$468 million for FSCS, \$438 million more than a fiscal year 2022 annualized CR level based on the fiscal year 2021 appropriation. This significant increase in funding reflects the growing recognition that students and families in communities with high rates of poverty historically have had less access to the comprehensive social, emotional, mental health, and academic 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 approach 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, as well as supporting their families.

The request also includes \$25 million to support competitive grants that would help school districts design and implement integrated student supports (ISS) focused on addressing a range of student and family needs including meeting student social, emotional, mental and physical health, and academic needs and providing resources and services to meet family needs, including through cross-agency efforts and partnerships with community-based organizations and other family support providers external to the school site. For example, applicants could show how they will establish partnerships with health-care agencies to provide students access to trained mental-health professionals or with community-based organizations (CBOs) for community programs that promote positive family mental health and well-being, with grant funds being used to support school-based personnel tasked with initiating and coordinating these efforts. Funding would be targeted to districts with the greatest concentration of poverty that do not yet have the capacity to implement the broader community schools model supported by FSCS.

This substantial investment in community-based “whole child” activities supports meaningful implementation of 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.”

There is growing evidence that the components of evidence-based community schools—integrated student supports, expanded learning time opportunities, family and community

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Full service community schools

engagement, and collaborative leadership—in concert contribute meaningfully to improved student outcomes and school performance. For example, a 2017 report 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, 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 by supporting the significant expansion of the Full-Service Community Schools program to create an estimated 800 new community schools serving up to 2.4 million additional students, family members, and community members.

The Department also would use approximately \$20 million in FY 2023 for the following activities to strengthen program implementation and ensure fidelity to the community schools approach:

- 1-year planning grants to help increase the number of eligible partnerships prepared to apply for and implement FSCS projects in future years. The planning grants will also increase the likelihood, if the grantees do later receive an implementation grant, that their FSCS project will be successful.
- Technical assistance activities to support effective implementation of FSCS and ISS approaches and partnerships through such activities as scaling up proven approaches, establishing and supporting the role of community schools coordinators, and improving the sustainability of projects following the end of Federal funding.

The request includes appropriations language authorizing the use of FSCS funds for planning grants, ISS grants, and technical assistance a fiscal year 2022 annualized CR level based on the fiscal year 2021 appropriation. This significant increase in funding reflects the growing recognition that students and families in communities with high rates of poverty historically have had less access to the comprehensive social, emotional, mental health, and academic 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 approach for enabling schools in underserved communities to provide the full range of supports and services to meet

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.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Full service community schools

the needs of students from low-income backgrounds who suffered disproportionately from the impact of the pandemic, as well as supporting their families.

The request also includes \$25 million to support competitive grants that would help school districts design and implement integrated student supports (ISS) focused on addressing a range of student and family needs including meeting student social, emotional, mental and physical health, and academic needs and providing resources and services to meet family needs, including through cross-agency efforts and partnerships with community-based organizations and other family support providers external to the school site. For example, applicants could show how they will establish partnerships with health-care agencies to provide students access to trained mental-health professionals or with community-based organizations (CBOs) for community programs that promote positive family mental health and well-being, with grant funds being used to support school-based personnel tasked with initiating and coordinating these efforts. Funding would be targeted to districts with the greatest concentration of poverty that do not yet have the capacity to implement the broader community schools model supported by FSCS.

This substantial investment in community-based “whole child” activities supports meaningful implementation of 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.”

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 student outcomes and school performance. For example, a 2017 report 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, 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

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SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Full service community schools

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- Technical assistance activities to support effective implementation of FSCS and ISS approaches and partnerships through such activities as scaling up proven approaches, establishing and supporting the role of community schools coordinators, and improving the sustainability of projects following the end of Federal funding.

The request includes appropriations language authorizing the use of FSCS funds for planning grants, ISS grants, and technical assistance.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Number of new awards	0	9	97-390
Funding for new awards	0	\$22,869	\$391,340
Range of new awards	0	\$1,000 - 4,000	\$1,000 - 4,000
Number of continuation awards	42	42	17
Funding for continuation awards	\$30,000	\$6,831	\$32,172
Planning grants	0	0	\$10,150
Technical assistance	0	0	\$9,360
Integrated Student Support Grants	0	0	\$25,000
Peer review of new award applications	0	\$300	\$443

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including FSCS, and to pool such funds for use in evaluating any ESEA program. While the Department did not reserve funds from the FSCS program for this purpose in fiscal year 2021, it may do so in fiscal years 2022 and 2023

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Full service community schools

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, program 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. The Department will develop new measures for new awards made in fiscal years 2022 and 2023.

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

Year	Target	Actual
2018	100%	101%
2019	100	99
2020	100	100
2021	100	
2022	100	
2023	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.

SAFE SCHOOLS AND CITIZENSHIP EDUCATION

Account Summary Table

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DEPARTMENT OF EDUCATION FISCAL YEAR 2023 PRESIDENT'S BUDGET
(in thousands of dollars)

	Cat Code	2021 Appropriation	2022 Estimate	2023 Request	2023 Request Compared to 2022 Estimate	
					Amount	Percent
<i>Safe Schools and Citizenship Education</i>						
1.	D	106,000	106,000	129,000	23,000	21.70%
2.	D	81,000	81,000	96,000	15,000	18.52%
3.	D	30,000	30,000	468,000	438,000	1460.00%
Total		217,000	217,000	693,000	476,000	219.35%

NOTES:

- 1) D = discretionary program; M = mandatory programs
- 2) Detail may not add to totals due to rounding.