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Federal Support for School Safety and Security

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SUMMARY

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Federal Support for School Safety and Security

In the United States, more than 70 million students are enrolled in public elementary and secondary (K-12) schools or degree-granting postsecondary institutions. School and campus safety and security for these students encompasses many issues, including violence prevention and response, school climate, and the physical and mental health of the school community. Students' safety and security while in school is a paramount concern of the federal government and state and local governments, as well as school districts, institutions of higher education, students' families, and Members of Congress.

Congress has responded to school safety and security concerns with hearings and legislation creating new programs and mandating data collection efforts and reports. The focus of congressional efforts to support school safety has expanded over the years, from tracking and responding to individual incidents to promoting safe, positive school learning environments and providing students and school personnel the tools and resources to respond to crises when they arise.

State and local governments oversee K-12 education in public schools. Colleges and universities are a mix of public, private nonprofit, and private for-profit entities with varying governance structures. The federal government's main avenue for supporting schools in general and school and campus safety specifically is through grant programs. This report provides an overview of grant programs at the U.S. Department of Education (ED), U.S. Department of Justice (DOJ), U.S. Department of Homeland Security (DHS), and U.S. Department of Health and Human Services (HHS) that provide direct or indirect funding for school and campus safety and security initiatives. The report also provides an overview of programs and initiatives administered by these departments that support school safety and security efforts in other ways, such as through data collection and reporting and technical assistance.

Several federal grant programs provide funding to directly support school safety and security programs, including the following examples. DOJ's Matching Grant Program for School Security provides grants to support evidence-based programs to improve security at schools and on school grounds. ED's National Activities for School Safety authorizes the Secretary of Education to carry out activities to improve students' safety and well-being, during and after the school day. HHS's Project AWARE Educational Agency grants provide funding to support training teachers and school personnel on mental health awareness, and to connect youth with behavioral health issues to needed services.

Most federal funding that is available for school safety and security programs is not explicitly required to be used for school safety activities. For example, DOJ's Community Oriented Policing Services Hiring program provides grants to state, local, and tribal governments for hiring police officers to engage in community policing activities. Among other purposes, funds can be used to hire School Resource Officers. DHS's Preparedness Grants provide funds to enhance the capacity of "state and local emergency responders to prevent, respond to, and recover from a terrorism incident." Funding may be used for public school safety and security, if grant recipients determine it to be a priority. Because there are other uses of the grant funds for these programs, it is difficult to track exactly how much funding under these programs has been awarded specifically for school safety and security.

In addition, the federal government operates initiatives that support the efforts of state and local governments to secure schools. For example, the Federal Commission on School Safety was formed in 2018 to make policy recommendations on a range of school safety and security issues. As another example, the Homeland Security Academic Advisory Council provides advice and recommendations to the DHS Secretary and departmental senior leadership on matters related to homeland security and the academic community.

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Introduction

In the United States, more than 50 million students are enrolled in public elementary and secondary schools that educate children from pre-kindergarten through 12th grade and nearly 20 million more students attend degree-granting postsecondary institutions.[1] Students' safety and security is a paramount concern of federal, state, and local governments, as well as for school districts, institutions of higher education (IHEs), students' families, and Members of Congress.

Through the mid-20th century, most of the school safety bills and resolutions that Congress considered concerned children's safety traveling to and from school, in the form of legislation on school bus safety and in support of school safety patrols.[2] In the 1970s, Americans grew increasingly concerned with incidents of crime, violence, and vandalism on school grounds, and Congress began considering bills proposing federal support to track, study, and address violence, vandalism, and other school safety issues.[3] In the decades since, research on the effects of trauma, crises, and school climate on the learning environment, student health, and the ability of students to engage in education increased. In response, the variety of initiatives considered at the federal level to provide students with safe and secure learning environments increased as well.

When thinking about school safety and security, the public often focuses on violence prevention and incident response. However, school safety and security also includes issues related to bullying, harassment, childhood trauma, student mental health, substance abuse, school climate, and student discipline. Many types of crises and incidents that disrupt the school learning environment may be considered school safety issues too. For example, when COVID-19 disrupted the 2019-2020 school year, Congress, through Project School Emergency Response to Violence (Project SERV), a program originally designed to bring resources to schools quickly in the event of a school shooting or other violent crisis, provided $100 million in funding for elementary, secondary, and postsecondary schools to clean and disinfect affected facilities and provide counseling and distance learning programs.[4] Similarly, Project Advancing Wellness and Resilience in Education (Project AWARE) was originally part of a cross-agency effort to reduce gun violence. Now, Project AWARE's school safety focus has expanded to support several grant programs designed to increase mental health awareness among school-aged youth and school

[1] U.S. Department of Education (ED), National Center for Education Statistics, Common Core of Data (CCD), Digest of Education Statistics; Table 105.20. Enrollment in elementary, secondary, and degree-granting postsecondary institutions, by level and control of institution, enrollment level, and attendance status and sex of student: Selected years, fall 1990 through fall 2029, Washington, DC, 2019, https://nces.ed.gov/programs/digest/d19/tables/dt19_105.20.asp?current=yes."

[2] For example, see S.J.Res. 130 in the 89th Congress, Joint Resolution To provide for the designation of the week of May 8 to May 14, 1966, as "National School Safety Patrol Week."

[3] According to archived CRS Memo DL771616, *School Violence and Vandalism*, CRS Education and Public Welfare Division, June 30, 1977, the first bill proposing federal financial assistance to local educational agencies specifically to help them respond to crime and safety concerns was entitled the Safe Schools Act and was introduced in the 92nd Congress as H.R. 3101 (February 1, 1971).

[4] The Coronavirus Aid, Relief, and Economic Security Act (CARES Act; P.L. 116-136) provided $100 million for Project SERV to supplement existing funds to prevent, prepare for, and respond to COVID-19 domestically or internationally and specifically stated that CARES Act Project SERV funds can be used by schools and IHEs for counseling, for distance learning, or to clean and disinfect school buildings. See the "Project School Emergency Response to Violence (Project SERV)" section of this report for more information.

personnel and connect school-aged youth with mental health issues and their families to needed services.[5]

State and local governments oversee K-12 education in public schools. Colleges and universities are a mix of public, private nonprofit, and private for-profit entities with varying governance structures. The federal government supports schools in general and school and campus safety specifically through grant programs, research, data collection, reporting requirements, guidance, and technical assistance. This report identifies select federal programs that support school safety and security in elementary, secondary, and postsecondary educational institutions.[6] Specifically, the report describes programs, resources, and initiatives administered by the U.S. Department of Education (ED), U.S. Department of Health and Human Services (HHS), U.S. Department of Justice (DOJ), and U.S. Department of Homeland Security (DHS).

School safety and security programs and activities can be divided into three broad, and often overlapping, categories:

- Prevention: any efforts—such as anti-bullying campaigns or infrastructure improvements—that aim to make school and IHE settings safer and more secure for students, teachers, faculty, and staff.
- Mitigation and Response: initiatives that attempt to reduce school and IHE violence and prepare institutions to respond to incidents that jeopardize safety and security.[7]
- Recovery: programs that aim to help students and communities recover from traumatic events, such as an act of violence that has occurred within the school community.

The ED, HHS, DOJ, and DHS programs discussed in this report encompass prevention, mitigation and response, or recovery efforts that provide direct or indirect funding for school and campus safety and security initiatives. The program summaries in this report are not comprehensive. In many cases, other Congressional Research Service (CRS) products are referenced as sources for more detailed information about individual programs. This report also provides an overview of federal programs and initiatives that support school safety and security efforts in other ways, such as data collection and technical assistance.

Report Organization

This report organizes select federal programs related to school safety and security based on whether the program directly addresses an aspect of school safety and security, or whether the program's primary purpose is something other than school safety but, in certain circumstances, it can support school safety initiatives or activities that contribute to students' health and safety. Specifically, the report is organized into two broad categories, each of which comprises a primary section of it.[8]

[5] See the "Project Advancing Wellness and Resilience in Education (Project AWARE)" section for more information.

[6] Although authorizations for the federal programs described in this report exist, it does not mean that these programs are currently funded in the most recent appropriations.

[7] For example, many schools employ School Resource Officers (SROs) in hopes that their presence may deter crime and violence within the school and also to have someone ready to respond quickly to incidents of crime or violence when needed. For more information on SROs, see CRS Report R45251, *School Resource Officers: Issues for Congress*.

[8] Categories were determined by CRS for the sake of organizing this report. Executive agencies do not necessarily conceptualize their programming in the same manner.

- "Programs with an Explicit School Safety or Security Purpose" describes programs that have school safety or security included as an explicit purpose in one or more of the following: (1) the program's authorizing legislation, (2) congressional appropriations report language, or (3) agency documents (e.g., program webpage or an agency's Congressional Budget Justification). These programs may have an exclusive focus on school safety or may address school safety along with other issue areas. This section of the report first discusses grant programs, followed by other programs and initiatives such as federal commissions and councils on school safety.
- "Programs That May Support School Safety Initiatives" describes programs for which school safety or security is not specified as a program purpose, but these programs permit using funds to support school safety and security initiatives. This section of the report first discusses grant programs, followed by other programs and initiatives such as preparedness training and outreach programs. Programs listed in this section were selected for inclusion if the activities they supported were the same, or similar to, activities supported by programs with an explicit school safety or security purpose, or if allowable uses of funds were broad enough to encompass these types of activities.

In addition, **Table A-1** in **Appendix A** provides a concise list of all of the grant programs in this report by administering agency and provides information on each program, including the authorizing legislation, the U.S. Code citation, federal eligibility, and a brief description of relevant uses of funds. **Appendix B** provides examples of other federal school safety and security resources, including research reports, technical assistance centers, and websites.

The funding and appropriations figures included in this report do not include supplemental appropriations provided by Congress in response to COVID-19 through the Coronavirus Aid, Relief, and Economic Security Act (CARES Act; P.L. 116-136);[9] the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA; Division M of the Consolidated Appropriations Act, 2021 (P.L. 116-260)); and the American Rescue Plan Act of 2021 (ARPA; P.L. 117-2), unless otherwise specified.

Programs with an Explicit School Safety or Security Purpose

This section of the report provides an overview of programs that have an explicit school safety or security purpose and include specific school safety or security activities in the allowable or required uses of funds. Programs listed in this section provide funding to eligible entities (e.g., state or local governments or local educational agencies [LEAs]) specifically for the purpose of implementing initiatives that promote school safety or security. The programs fall into two categories: (1) "Grant Programs," including formula grants and competitive grants; and (2) "Non-grant Programs and Initiatives," which include councils, commissions, or task forces specifically targeting school safety and security. Within the subsections, programs are ordered from largest to smallest by their most recent available appropriations levels.

[9] For more information about the Education Stabilization Fund under the CARES Act, as enacted, see CRS Report R46378, *CARES Act Education Stabilization Fund: Background and Analysis*.

Some of the grant programs described in this section are solely intended to support school safety and security purposes; others explicitly list school safety or security activities as a purpose of the program or among other possible uses of funds.

Grant Programs

Student Support and Academic Enrichment (SSAE) Grants

Federal Agency
ED, Office of Elementary and Secondary Education (OESE), Office of Safe and Healthy Students (OSHS)

Authorizing Legislation
Elementary and Secondary Education Act (ESEA) (P.L. 114-95), Title IV-A, §§4104, 4108

Appropriation (FY2021)
$1.2 billion

Funds for School Safety/Security Initiatives
LEAs receiving an SSAE grant ≥$30,000 must provide assurances that they will use ≥20% of their grant funds for activities to support "safe and healthy students." The exact amount used for school safety and security activities is unknown.

The SSAE grants program is a block grant program authorized under Title IV-A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA; P.L. 114-95). The purpose of SSAE grants is to improve students' academic achievement by increasing the capacity of states, LEAs, schools, and local communities to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology in order to improve the academic achievement and digital learning of all students.[10]

SSAE grant funds are allocated by formula to each state in proportion to the state's prior-year allocation under Title I-A of the ESEA.[11] The state must then reserve at least 95% of the allotment it receives to make allocations to LEAs via a similar formula. LEAs that receive a grant of $30,000 or more must provide assurances that they will use funds toward each of three broad categories of activities: (1) activities to support well-rounded educational opportunities, (2) activities to support safe and healthy students (they must use at least 20% of their funds for this purpose), and (3) activities to support the effective use of technology.[12] Regardless of the size of an LEA's SSAE grant, it may choose to spend the funds it reserves for supporting safe and healthy students on programs or initiatives focused on school safety only (e.g., programs focused on preventing violence, bullying, or harassment), on promoting student health only (e.g., programs focused on nutrition, exercise, or first aid training), or on both student health and school safety.[13] For example, many programs that support student mental health relate to school safety because they aim to improve school climate, help prevent dangerous behaviors or activities (e.g., bullying, harassment, substance abuse), or help students respond to and recover from school violence (e.g., counseling, support groups). SSAE grants are flexible enough to allow LEAs to use the majority (and in some cases the entirety)[14] of their SSAE grant funds toward school safety

[10] 20 U.S.C. §7111; P.L. 114-95, §§4101 et al.

[11] Ibid.

[12] 20 U.S.C. §7116; P.L. 114-95, §4106(e)(2).

[13] Implementing both school safety and student health initiatives could mean (1) implementing two separate programs or (2) implementing a program that could be considered as falling under both categories, such as suicide prevention or schoolwide positive behavioral interventions and supports (PBIS) programs.

[14] For example, in the case of an LEA receiving a SSAE grant of less than $30,000, that LEA would only need to provide assurance that it would use its funds to support one of the three activities listed in the previous sentence, meaning the LEA could choose to use anywhere between 0% and 100% of its funds towards school safety activities.

and security programs or to use them for activities completely unrelated to school safety (e.g., a program on healthy eating and nutrition or Advanced Placement courses).

The programs and activities an LEA selects to support in the category of Safe and Healthy Students (Section 4108) must, among other requirements, be used to develop, implement, and evaluate comprehensive programs and activities that foster safe, healthy, supportive, and drug-free environments that support student academic achievement. Examples of allowable activities in this category related to school safety and security include programs and activities for elementary and secondary students, and professional development and training for teachers and other school personnel, in the following areas:

- drug and violence prevention;
- suicide prevention;
- bullying and harassment prevention;
- re-entry/transition programs for justice-involved youth;
- mentoring and school counseling;
- recognition and prevention of coercion, violence, or abuse, including dating violence, stalking, and sexual violence and harassment;
- school-based mental health services, including early identification of mental health symptoms, drug use, and violence;
- schoolwide multitiered behavioral frameworks, such as positive behavioral interventions and supports (PBIS) programs; and
- trauma-informed practices in classroom management, crisis management, and conflict resolution techniques.

For more information, see CRS In Focus IF10910, *Student Support and Academic Enrichment (SSAE) Grants*.

Matching Grant Program for School Security

Federal Agency DOJ, Office of Justice Programs (OJP), Bureau of Justice Assistance (BJA); and DOJ, Community Oriented Policing Services (COPS) Office **Authorizing Legislation** The Victims of Trafficking and Violence Protection Act of 2000 (P.L. 106-386), §1108(b)	**Appropriation (FY2021)** For BJA: $79.0 million For COPS: $53.0 million **Funds for School Safety/Security Initiatives** All grants are awarded to state, local, and tribal governments for programs to address school violence and enhance school security.

Under the Matching Grant Program for School Security, BJA is authorized to award competitive grants to state, tribal, and local governments[15] for

- training school personnel and students to prevent student violence against others and themselves;
- developing and operating anonymous reporting systems for threats of school violence, including mobile telephone applications, hotlines, and websites;

[15] Per 34 U.S.C. Section 10554(1), for the purposes of this program, a local government is "a county, municipality, town, township, village, parish, borough, or other unit of general government below the State level."

- developing and operating school threat assessment and intervention teams, which may include coordination with law enforcement agencies and school personnel and specialized training for school officials in responding to mental health crises; and
- implementing any other measure that the BJA Director determines may provide a significant improvement in training, school threat assessments and reporting, and school violence prevention.

The COPS Office is authorized to make grants to state, tribal, and local governments[16] for

- coordination between schools and local law enforcement to improve security on school grounds;
- training local law enforcement officers to prevent student violence against others and themselves;
- placing and using metal detectors, locks, lighting, and other deterrent measures in schools;
- acquiring and installing technology for expedited notification of local law enforcement during an emergency; and
- implementing any other measure that the COPS Office Director determines may provide a significant improvement in security.

State, local, and tribal governments can use grant awards for contracts or subgrants to LEAs, nonprofit organizations, and other units of local government or tribal organizations. Grantees under this program are required to provide a 25% match.

National Activities for School Safety (selected by the U.S. Secretary of Education)

Federal Agency ED, OESE, OSHS **Authorizing Legislation** National Activities for School Safety, ESEA, Title IV-F, §§4601, 4631	**Appropriation (FY2021)** School Climate Transformation Grants ($57.2 million), Mental Health Service Professional Demonstration Grants ($12.3 million), Project Prevent ($11.6 million), School-Based Mental Health Services Grants ($8.0 million), Grants to States for Emergency Management ($6.0 million) **Funds for School Safety/Security Initiatives** All funds support grants, contracts, or cooperative agreements selected by the Secretary of Education to carry out activities to improve students' safety and well-being.

Title IV-F of the ESEA provides two authorizations for National Activities for School Safety programs. The first, Project School Emergency Response to Violence (Project SERV),[17] is

[16] Per 34 U.S.C. Section 10554(1), for the purposes of this program, a local government is "a county, municipality, town, township, village, parish, borough, or other unit of general government below the State level."

[17] 20 U.S.C. §7281(a)(1)(A). See the "Project School Emergency Response to Violence (Project SERV)" section of this

discussed separately later in this report. The second authorizes the Secretary of Education to use a portion of funds reserved for National Activities for School Safety to carry out activities to improve students' safety and well-being, during and after the school day, with public or private entities, individuals, or other federal agencies.[18] This section of the report discusses five current National Activities for School Safety programs created by the Secretary of Education under this second authorization.

Since 2017, there have been new competitions under three of these programs that first awarded grants in 2014—Project Prevent, School Climate Transformation Grants, and Grants to States for Emergency Management. In addition, during the Trump Administration, U.S. Secretary of Education Betsy DeVos created two new competitive grant programs—School-Based Mental Health Services Grants and Mental Health Service Professional Demonstration Grants. Descriptions of each of the five programs follow and are ordered by FY2021 appropriation amount from largest to smallest.

School Climate Transformation Grants

During the Obama and Trump Administrations, the Secretary of Education used a portion of National Activities for School Safety funds to award School Climate Transformation Grants (SCTGs) to both state educational agencies (SEAs) and LEAs, known as SCTG-SEA and SCTG-LEA grants, respectively. The Secretary competitively awarded the first cohort of SCTG-SEA and SCTG-LEA grants in FY2014 to SEAs and LEAs that were developing, implementing, or expanding multitiered systems of support for improving school climate, fostering safety, and/or promoting supportive environments for students in public elementary and secondary schools.

Among the most researched and widely implemented multitiered systems of support for improving school climate are multitiered behavioral frameworks, such as PBIS programs.[19] Multitiered behavioral frameworks provide differing levels of behavioral support and intervention to students based on their needs. The broadest level of support in a multitiered behavioral framework involves the whole school (e.g., consistent rules, consequences, and reinforcement of appropriate behavior). Subsequent tiers in the framework provide more intensive levels of support to groups of students exhibiting at-risk behaviors, and individualized services to students who continue to exhibit problem behavior.[20]

An FY2018 SCTG-SEA competition awarded new grants totaling approximately $9.0 million to 14 SEAs. In FY2019, the SCTG-LEA competition awarded grants of $200,000 to $750,000 per year for up to five years to 69 LEAs in 25 states, totaling nearly $42.4 million in grants in its first year.[21] Both the FY2018 SCTG-SEA and the FY2019 SCTG-LEA competitions included a competitive preference priority for programs with plans to support communities impacted by the opioid crisis by incorporating opioid abuse mitigation and prevention strategies into the

report.

[18] 20 U.S.C. §7281(a)(1)(B).

[19] ED supports a technical assistance center on PBIS and SCTGs. See the PBIS website for additional information, available at https://www.pbis.org/.

[20] U.S. Department of Education, Office of Elementary and Secondary Education, "Applications for New Awards; School Climate Transformation Grant Program-State Educational Agency Grants," 83 *Federal Register* 35466, July 26, 2018.

[21] The total amount of SCTG-LEA grants awarded in the first year of the 2019 grant competition was $42,385,286 according to ED, OESE, "School Climate Transformation Grant - Local Educational Agency Grants, 2019 Grant Awards," https://www2.ed.gov/programs/schoolclimatelea/2019awards.html, October 21, 2019.

multitiered systems of support for improving school climate described in their applications.[22] SCTG-SEA grant recipients are eligible for continuation awards through FY2022 and SCTG-LEA grant recipients are eligible for continuation funding through FY2023.

Mental Health Service Professional Demonstration Grants

In FY2019, ED awarded the first cohort of Mental Health Service Professional Demonstration Grants. In the only competition for this program to date, ED granted up to $500,000 to 3 SEAs and 24 LEAs in 17 states to support partnerships that are to train school-based mental health service providers to serve in schools located in high-need LEAs.[23] The program's purpose is to "expand the pipeline of high-quality, trained professionals to address shortages of mental health services in high-need schools[24] and to provide supports that encompass social and emotional learning, mental wellness, resilience, and positive connections between students and adults."[25]

Project Prevent

Project Prevent grants are intended to increase the capacity of LEAs to assist schools in providing students who have been directly or indirectly exposed to violence with a variety of support services and school-based violence prevention strategies in order to help break the cycle of violence in their communities. Project Prevent grantees must provide counseling, school-based social emotional and behavioral supports, and other assistance to schools to help them identify, assess, and serve students exposed to violence. In addition, in the most recent Project Prevent grant competition in FY2019, grantees were encouraged to demonstrate how they would collaborate with a local mental health agency in their applications.[26] In 2019, ED awarded Project Prevent grants to 15 LEAs in 14 states, totaling approximately $11.4 million, to support initiatives offering students social and emotional supports to cope with trauma or anxiety due to violence in

[22] See ED, OESE, "Applications for New Awards; School Climate Transformation Grant Program-State Educational Agency Grants," 83 *Federal Register* 35465-35469, July 26, 2018; ED, "Applications for New Awards; School Climate Transformation Grant Program-Local Educational Agency Grants," 84 *Federal Register* 26829-26835, June 10, 2019; and ED, *Performance Summary Report Fiscal Year 2019: In Support of the National Drug Control Strategy*, Washington, DC, March 13, 2020, https://oese.ed.gov/files/2020/09/FY-2019-ONDCP-Performance-Summary-Final.pdf.

[23] *High-need local educational agency (LEA)* is defined in the *Federal Register* based on factors such as the number and percentage of low-income families living in the LEA, rural status, and teachers with emergency, provisional, or temporary certification or licensure. For the full definition, see ED, OESE, "Applications for New Awards; Mental Health Service Professional Demonstration Grant Program," 84 *Federal Register* 29180-29186, June 21, 2019, https://www.federalregister.gov/d/2019-13289/p-68.

[24] *High-need school* is defined in the *Federal Register* based on each LEA's ranking of each school by percentage of students from low-income families enrolled in the LEA's schools, as determined by the LEA based on one of several measures of poverty. For more information, see ED, OESE, "Applications for New Awards; Mental Health Service Professional Demonstration Grant Program," 84 *Federal Register* 29180-29186, June 21, 2019, https://www.federalregister.gov/d/2019-13289/p-75.

[25] ED, "U.S. Department of Education Announces New Grant Awards to Address School Safety and Improve Access to Mental Health Services," press release, October 8, 2019, https://www.ed.gov/news/press-releases/us-department-education-announces-new-grant-awards-address-school-safety-and-improve-access-mental-health-services.

[26] The FY2019 Project Prevent grant competition included a Competitive Preference Priority (which could result in up to eight additional points on the application score) for projects that showed they had an agreement with a local mental health agency to provide resources and/or administer services to support their program. See ED, OESE, "Applications for New Awards; Project Prevent Grant Program," 84 *Federal Register* 26082, June 5, 2019.

their communities and implementing conflict resolution and other school-based strategies to prevent future violence.[27]

School-Based Mental Health Services Grants

In summer 2020, as the country was confronting the mental health impacts of the COVID-19 pandemic on children and youth, ED solicited applications for the first School-Based Mental Health Services Grants competition. In FY2020, Congress increased ED's funding for the overall School Safety National Activities program and included instructions in the Explanatory Statement that a grant program should be created with the purpose of increasing the number of counselors, social workers, psychologists, or other service providers who deliver school-based mental health services to K-12 students. School-Based Mental Health Services Grants were awarded to six SEAs[28] to increase the number of mental health professionals (e.g., counselors, social workers, psychologists) who provide school-based mental health services to students in high-need LEAs. SEAs awarded School-Based Mental Health Services Grants must abide by supplement-not-supplant provisions and will be required to provide matching funds of at least 25% of their grant amounts.

Grants to States for Emergency Management

In FY2018, ED awarded 10 SEAs and the Public School System of the Northern Mariana Islands five-year grants of up to $750,000 under the Grants to States for Emergency Management (GSEM) program.[29] The GSEM program is intended to build the capacity of states to provide LEAs training and technical assistance in the development and implementation of high-quality school emergency operations plans to address both natural and man-made threats. To be considered high-quality under the terms of the grant, school emergency operations plans developed with GSEM grant funding must address five mission areas: (1) prevention, (2) protection, (3) mitigation, (4) response, and (5) recovery.[30]

Project Advancing Wellness and Resilience in Education (Project AWARE)

Federal Agency HHS, Substance Abuse and Mental Health Services Administration (SAMHSA)	**Appropriation (FY2021)** Project AWARE State Grants ($94.5 million), Mental Health Awareness Training ($24 million), ReCAST ($12.5 million)
Authorizing Legislation Public Health Service Act (PHSA), §520A Priority Mental Health Needs of Regional and National Significance (Mental Health PRNS)	**Funds for School Safety/Security Initiatives** Project AWARE grants support youth mental health awareness and community treatment, often in K-12 public schools.

Project AWARE consists of competitive grants supporting activities that identify children and youth in need of mental health services, increase access to mental health treatment, and promote

[27] ED, *Project Prevent Grant Program*, November 6, 2019, https://oese.ed.gov/offices/office-of-formula-grants/safe-supportive-schools/project-prevent-grant-program/.

[28] The six SEAs were in Nevada, New Mexico, Ohio, Rhode Island, Virginia, and Wisconsin.

[29] The 10 SEAs were in Louisiana, Maine, Maryland, Nebraska, New York, Oklahoma, Oregon, Pennsylvania, South Carolina, and Tennessee. GSEM grants were awarded one previous time (in 2014).

[30] ED, OESE, "Applications for New Awards; Grants to States for School Emergency Management Program," 83 *Federal Register* 37797, August 2, 2018.

mental health literacy among teachers and school personnel.[31] Project AWARE consists of three components: (1) Project AWARE State Educational Agency grants (known as Project AWARE *State* or *SEA* grants), (2) Mental Health Awareness Training (MHAT) grants,[32] and (3) Resiliency in Communities After Stress and Trauma (ReCAST) grants.

Project AWARE originated as part of the Obama Administration's 2013 *Now Is the Time* initiative.[33] Launched in the wake of the mass shooting at Sandy Hook Elementary School in Newtown, CT, in 2012, this plan introduced a number of activities aimed at protecting children and communities by reducing gun violence.[34] Project AWARE builds upon strategies used in the Clinton Administration's 1999 *Safe Schools/Healthy Students* initiative for creating safe and secure schools and promoting students' mental health in communities across the country.[35]

Project AWARE State Grants

The purpose of the Project AWARE State grants is to build or expand the capacity of SEAs, in partnership with State Mental Health Agencies, to: (1) increase awareness of mental health issues among school-aged youth; (2) provide training for school personnel and other adults to detect mental health issues; and (3) connect school-aged youth with mental health issues and their families to needed services.[36] Project AWARE SEA grantees use funds to train teachers and other school personnel on mental health awareness and how to connect school-aged youth to needed services. Other activities may include school-based mental health and wellness programs, increased mental health services for school-aged youth, and implementation of evidence-based mental health interventions, among others. Project AWARE is authorized through SAMHSA's Mental Health PRNS authorities.[37]

In FY2018, SAMHSA awarded 24 new Project AWARE State grants and supported the continuation of 8 State grants. In FY2019, SAMHSA awarded 6 new State grants and supported the continuation of 24 State grants. The program also supported technical assistance to develop school-based mental health models.[38]

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[31] U.S. Department of Health and Human Services (HHS), Substance Abuse and Mental Health Services Administration (SAMHSA), *Justification of Estimates for Appropriations Committees for FY2020*, http://www.hhs.gov/budget.

[32] Previously known as "Mental Health First Aid" or MHFA grants.

[33] The White House (Obama Administration), *Now Is the Time: The President's Plan to Protect Our Children and Our Communities by Reducing Gun Violence*, January 16, 2013, https://obamawhitehouse.archives.gov/sites/default/files/docs/wh_now_is_the_time_full.pdf.

[34] The White House (Obama Administration), *Now Is the Time to Do Something About Gun Violence*, 2013, https://obamawhitehouse.archives.gov/issues/preventing-gun-violence.

[35] HHS, SAMHSA, *The Safe Schools/Healthy Students Initiative: A Legacy of Success*, HHS Publication No. (SMA) 13-4798, 2013, https://store.samhsa.gov/sites/default/files/d7/priv/sma13-4798.pdf. The Safe Schools/Healthy Students initiative was instituted partially in response to a series of school shootings, including the incident at Columbine High School in April 1999.

[36] HHS, SAMHSA, *Project AWARE (Advancing Wellness and Resiliency in Education) State Education Agency Grants*, Funding Opportunity Announcement, October 24, 2018, https://www.samhsa.gov/grants/grant-announcements/sm-19-003.

[37] 42 U.S.C. §290bb-32. HHS, SAMHSA, *Justification of Estimates for Appropriations Committees for FY2021*, http://www.hhs.gov/budget.

[38] HHS, SAMHSA, *Justification of Estimates for Appropriations Committees for FY2021*, http://www.hhs.gov/budget.

Mental Health Awareness Training (MHAT)

The MHAT program provides training to school personnel and individuals working with youth on how to recognize a mental illness, provide initial help in a mental health crisis, and connect students to appropriate care.[39] The MHAT training program—known as Mental Health First Aid—is structured similarly to standard first aid training: an eight-hour course that instructs participants in how to identify, understand, and respond to the signs of a crisis mental illness and substance use disorders.[40] Through Project AWARE, SAMHSA and its partners have been providing grants for Mental Health First Aid since 2013. SAMHSA partners with the National Council for Mental Wellbeing[41] to administer the MHAT grants. In FY2018, SAMHSA awarded 138 new MHAT grants. In FY2019, SAMHSA awarded 18 new MHAT grants and supported the continuation of the 138 existing grants.[42]

Resiliency in Communities After Stress and Trauma (ReCAST) Grants

The ReCAST program, within Project AWARE, consists of competitive grants for communities that have recently faced civil unrest or trauma. The purpose of the ReCAST program is to assist high-risk youth and families by promoting resilience through implementation of evidence-based violence prevention and youth engagement programs, as well as through linkages to trauma-informed behavioral health services.

In FY2016, SAMHSA awarded the first eight ReCAST grants.[43] SAMHSA awarded two new ReCAST grants in each of FY2017 and FY2018 while supporting the continuation of eight existing grants.[44] In FY2019, SAMHSA supported the continuation of 11 ReCAST grants.

Healthy Transitions Program

Federal Agency HHS, SAMHSA	**Appropriation (FY2021)** $29.5 million
Authorizing Legislation PHSA, §520A Mental Health PRNS	**Funds for School Safety/Security Initiatives** The Healthy Transitions program supports services addressing serious mental disorders among youth and young adults aged 16 to 25.

[39] In 2016, the 21st Century Cures Act (P.L. 114-255) created a new MHAT authority in the Public Health Service Act (§520J; 42 U.S.C. §290bb-41) which codified the Mental Health First Aid training grant component of Project AWARE. The new authority applies to a more general population. As such, the MHAT program provides training grants to a variety of entities, such as law enforcement agencies, fire departments, emergency first responders, and others.

[40] HHS, SAMHSA, *Mental Health First Aid Offers Behavioral Health Training*, March 15, 2017, https://www.samhsa.gov/homelessness-programs-resources/hpr-resources/mental-health-first-aid-training.

[41] The National Council for Mental Wellbeing (formerly the National Council for Behavioral Health) is a membership and advocacy organization focusing on behavioral health and behavioral health providers. Members include healthcare organizations and management entities that offer treatment for behavioral health issues. The National Council for Behavioral Health frequently partners with HHS and SAMHSA to carry out certain activities. More information can be found at https://www.thenationalcouncil.org/.

[42] MHAT grants are typically in the amount of $125,000.

[43] HHS, SAMHSA, *ReCAST (Resiliency in Communities After Stress and Trauma) Grants*, Grants Archive, FY2016, https://www.samhsa.gov/grants/awards/2016/SM-16-012.

[44] HHS, SAMHSA, *ReCAST (Resiliency in Communities After Stress and Trauma) Grants*, Grants Archive, FY2018, https://www.samhsa.gov/grants/awards/2018/SM-17-009; and HHS, SAMHSA, *Justification of Estimates for Appropriations Committees for FY2021*, http://www.hhs.gov/budget.

The Healthy Transitions program supports services for youth and young adults aged 16 to 25 who either have, or are at risk of developing, a serious mental health condition. According to SAMHSA, youth and young adults with mental illness and substance use disorders are more likely than their peers to face a more difficult transition to adulthood.[45] Healthy Transitions grants support screening and detection, outreach and engagement, referrals to treatment, coordination of care, and evidence-based treatment interventions for this population. Grant-supported activities emphasize outreach and engagement to facilitate access to effective behavioral health interventions. Grantees include the state, tribal, or territorial agencies responsible for delivery of mental health services to youth and young adults.

The Healthy Transitions program originated in the Obama Administration's 2013 *Now Is the Time* initiative.[46] In its FY2020 Congressional Budget Justification, SAMHSA stated that this program—in addition to Project AWARE—is "in support of the Federal Commission on School Safety which is aimed at reducing the incidences of school violence across the country and increasing school-based mental health services."[47] In 2019, *The Healthy Transitions: Improving Life Trajectories for Youth and Young Adults with Serious Mental Disorders Program* grants specifically supported services addressing serious mental disorders among youth and young adults aged 16 to 25.

Trauma Recovery Demonstration Grants

Federal Agency ED, OESE, OSHS	**Appropriation (FY2021)** $6.7 million
Authorizing Legislation ESEA, Title IV-A, §4103(a)(3)	**Funds for School Safety/Security Initiatives** All funds support demonstration grants to help students from low-income families who have experienced trauma access trauma-specific mental health services.

In FY2019, ED established Trauma Recovery Demonstration grants to SEAs to fund model programs supporting students from low-income families who have experienced trauma that negatively affects their educational experience. Specifically, these grants are intended to help such students and their families access trauma-specific mental health services.[48] To establish this grant program, ED used funds from the 2% reservation under Section 4103(a)(3) of the ESEA, which provides for technical assistance and capacity building to support the SSAE grants program.[49] The competition included a competitive preference priority for SEAs that partnered with one or more nonprofit organizations, IHEs, or state or local mental health agencies.[50] SEAs awarded a Trauma Recovery Demonstration grant are required to provide students who access

[45] HHS, SAMHSA, *Justification of Estimates for Appropriations Committees for FY2021*, http://www.hhs.gov/budget.

[46] HHS, SAMHSA, *"Now is the Time" Healthy Transitions (HT): Improving Life Trajectories for Youth and Young Adults with, or at Risk for, Serious Mental Health Conditions*, Funding Opportunity Announcement, April 11, 2014, https://www.samhsa.gov/grants/grant-announcements/sm-14-017.

[47] HHS, SAMHSA, *Justification of Estimates for Appropriations Committees for FY2020*, p. 4, http://www.hhs.gov/budget.

[48] ED, "U.S. Department of Education Announces New Grant Awards to Address School Safety and Improve Access to Mental Health Services," press release, October 8, 2019, https://www.ed.gov/news/press-releases/us-department-education-announces-new-grant-awards-address-school-safety-and-improve-access-mental-health-services.

[49] For more information, see the "Student Support and Academic Enrichment (SSAE) Grants" section of this report, and CRS In Focus IF10910, *Student Support and Academic Enrichment (SSAE) Grants*.

[50] ED, "Applications for New Awards; Trauma Recovery Demonstration Grant Program," 84 *Federal Register* 32128, July 5, 2019.

mental health services through the program with a choice of providers to best meet their needs. ED awarded the first five Trauma Recovery Demonstration grants to SEAs in Alaska, Delaware, Hawaii, Louisiana, and Nevada.

Project School Emergency Response to Violence (Project SERV)

Federal Agency ED, OESE, OSHS **Authorizing Legislation** National Activities for School Safety, ESEA, Title IV-F, §§4601, 4631	**Appropriation (FY2021)** $4.3 million **FY2021 Awards (as of June 4, 2021)** $1.9 million **Funds for School Safety/Security Initiatives** 100% of Project SERV grants support schools recovering from crises or traumatic events. The number of grants provided to K-12 schools recovering from school violence varies each year. IHEs and schools recovering from natural disasters also may receive Project SERV grants.

Section 4601 of the ESEA requires the Secretary of Education to reserve $5 million of the National Activities appropriation, under the Title IV, 21st Century Schools program, for National Activities for School Safety. The only National Activities for School Safety program that the Secretary of Education is required to use a portion of this reservation for is Project SERV. ED awarded Project SERV grants to LEAs and IHEs totaling over $8.8 million in FY2019, $2.8 million in FY2020, and $1.9 million in the first six months of FY2021. In FY2020, Project SERV was provided an additional $100 million through the CARES Act to supplement existing funds to prevent, prepare for, and respond to the COVID-19 pandemic, including cleaning and disinfecting affected schools and assisting with costs related to counseling and distance learning. Appropriations for Project SERV not used in the fiscal year in which they are appropriated remain available for awards in subsequent years.

Project SERV was first proposed in October 1998 as a program that would allow ED to help schools quickly in the wake of a school shooting.[51] It was conceived of as a way for ED to respond to school based crises in the way the Federal Emergency Management Agency (FEMA) supports communities struck by natural disasters.[52] Congress first funded Project SERV in FY2000 after the 1999 mass shooting at Columbine High School in Columbine, CO. In its first year, Project SERV provided support to two school communities after school shootings. When the September 11th terrorist attacks occurred in 2001, Congress recognized that Project SERV was a program that could support school communities through a wide variety of crises and expanded the list of crises affecting LEAs and IHEs that could qualify for Project SERV grants.[53]

Currently, LEAs and IHEs are eligible to apply for a Project SERV grant if they experience a violent or traumatic crisis, which disrupts the learning environment, and can:

> 1) Demonstrate the traumatic effect on the learning environment including how the event has disrupted teaching and learning; and

[51] Jessica Portner, "President Seeks To Boost Federal Role in School Safety," *Education Week*, Vol. 18, Issue 8, October 18, 1998, pp. 6-7.

[52] Joetta L. Sack, "Project SERV Funds Directed To Attacked Areas," *Education Week*, October 3, 2001.

[53] Ibid.

2) Demonstrate that the needed services cannot be adequately provided with existing resources in a comprehensive and timely manner, and that the provision of services and assistance will result in an undue financial hardship on the LEA or IHE.[54]

LEAs and IHEs may apply for a Project SERV grant for a variety of reasons, including but not limited to

- school shootings;
- suicide clusters;
- terrorism (e.g., September 11th attacks, DC sniper shootings);
- major natural disasters or pandemics (e.g., Hurricanes Harvey and Maria, COVID-19);
- bus accidents;
- homicides of students, teachers, or school personnel (committed off school grounds); and
- hate crimes committed against students, faculty members, and/or staff.[55]

Two types of Project SERV grants are awarded: (1) Immediate Services grants, which provide short-term support following a traumatic event; and (2) Extended Services grants, which address long-term recovery efforts following a traumatic event. Project SERV funds may be used for a wide variety of activities, including mental health assessments, referrals, and services for students, faculty, other school personnel, and members of their immediate families; temporary security measures; technical assistance in developing an appropriate recovery plan for addressing student needs; and training for teachers and staff in implementing the LEA's recovery plan.

Student Safety and Campus Emergency Management Grants

Federal Agency ED	**Appropriation (FY2021)** $0
Authorizing Legislation Higher Education Act (HEA; P.L. 89-329, as amended) Title VIII-L, §821	**Funds for School Safety/Security Initiatives** All program funds are used to make grants to IHEs or consortia of IHEs to carry out a range of activities to improve safety and emergency communications at IHEs. Grantees must provide nonfederal matching funds equal to 100% of the amount of the federal grant.

HEA Section 821 authorizes the Student Safety and Campus Emergency Management grant program. Under the program, ED is authorized to award grants, on a competitive basis, to IHEs or consortia of IHEs to pay for the federal share of costs to carry out a range of activities to improve safety and emergency communications at IHEs. Grant recipients must provide nonfederal matching funds equal to 100% of the amount of the federal grant.

Recipients may use funds for a variety of activities, including (1) developing and implementing an emergency communications system to notify students of a significant emergency or dangerous situation; (2) supporting measures to improve safety at the grantee IHE campuses, such as security assessments, personnel security training, and acquisition of security technologies and

[54] ED, "Project School Emergency Response to Violence (SERV): Eligibility," website, accessed June 2021, https://oese.ed.gov/offices/office-of-formula-grants/safe-supportive-schools/project-serv-school-emergency-response-to-violence/eligibility-project-serv-school-emergency-response-to-violence/.

[55] Ibid.

systems (e.g., video surveillance); and (3) coordinating with local entities for the provision of mental health services for students and staff affected by a campus or community emergency.

The program was first authorized under the Higher Education Opportunity Act of 2008 (P.L. 110-315). Appropriations were authorized for FY2009 through FY2014 at "such sums as may be necessary."[56] The program has never received an appropriation and, thus, has never been implemented.

Non-grant Programs and Initiatives[57]

DHS Outreach and Capacity Building

Following the February 2018 mass shooting at the Marjory Stoneman Douglas High School in Parkland, FL, DHS began focusing departmental resources on school security. Some of the resources include a school safety after-action report and downloadable school safety and security guides.[58] Other DHS outreach and capacity-building programs specifically focus on school security and include guidance, training, and support to assist LEAs with identifying and addressing vulnerabilities, and evaluating and building capabilities, as described below.

Enhancing School Safety Using a Threat Assessment Model

The U.S. Secret Service National Threat Assessment Center (NTAC) developed and published an operational guide that outlines steps schools can take to enhance their security.[59]

Active Shooter Preparedness: School Security and Resilience Training

DHS developed and published an active shooter preparedness training for educators, SROs, and school administrators.[60] The training is provided remotely through videos.

School Transportation Security Outreach

DHS provides guidelines and other materials to LEAs and their transportation providers on school bus security. Publications include the "Employee Guide to School Bus Security"[61] issued by DHS's Transportation Security Administration (TSA).

Campus Resilience Program (CRP)

The Campus Resilience Program (CRP) in DHS's Office of Academic Engagement supports IHEs in developing and testing emergency preparedness and resilience. Through this program, DHS assists IHEs in building, sustaining, and promoting resilience by helping them identify vulnerabilities, providing best practice guides and templates, and supporting opportunities for

[56] Section 422 of the General Education Provisions Act automatically extended the authorization of appropriation for the program for an additional year (through FY2015).

[57] Programs and initiatives are listed alphabetically.

[58] U.S. Department of Homeland Security (DHS), "School Safety and Security," website, accessed June 2021, https://www.cisa.gov/school-safety-and-security.

[59] DHS, "School Safety and Security," website, accessed June 2021, https://www.cisa.gov/publication/enhancing-school-safety-using-threat-assessment-model-operational-guide-preventing.

[60] DHS, "School Safety and Security," website, accessed June 2021, https://www.cisa.gov/school-safety-and-security.

[61] DHS, "School Safety and Security," website, accessed June 2021, https://www.hsdl.org/?abstract&did=770767.

IHEs to evaluate their preparedness, response, and recovery capabilities. CRP has a resource library for the academic community, including templates to address a range of vulnerabilities and risks. It includes a variety of capacity-building resources and tools to empower practitioners and campus leaders to better prepare for, respond to, and recover from various threats and hazards posing a risk to the academic community,[62] including guides and best practices on school and workplace violence.[63]

Federal Commission on School Safety

In the wake of the February 2018 mass shooting at Marjory Stoneman Douglas High School in Parkland, FL, the Trump Administration formed the Federal Commission on School Safety to make policy recommendations on a range of school safety and security issues. Chaired by then-Secretary of Education Betsy DeVos, the commission also included the leaders of DHS, DOJ, and HHS. Throughout the spring and summer of 2018, the commission conducted a series of meetings, field visits, and listening sessions culminating in the *Final Report of the Federal Commission on School Safety Presented to the President of the United States*, which was released in December 2018. The report provided recommendations to the federal government and state and local communities on 19 school safety-related issues organized under three main topic areas:

1. Prevent—preventing school violence,
2. Protect and Mitigate—protecting students and teachers and mitigating the effects of violence, and
3. Respond and Recover—responding to and recovering from attacks.[64]

SchoolSafety.gov

The *Final Report of the Federal Commission on School Safety Presented to the President of the United States* provided the recommendation that "the federal government should develop a clearinghouse to assess, identify, and share best practices related to school security measures, technologies, and innovations."[65] DHS administers SchoolSafety.gov, which provides a central location for school safety and security materials provided by ED, DHS, HHS, and DOJ and serves as the clearinghouse recommended by the commission. SchoolSafety.gov provides schools and school districts with actionable recommendations and school safety resources to help create safe and supportive learning environments. SchoolSafety.gov's resources are presented along a preparedness continuum, beginning with prevention and progressing through protection, mitigation, response, and recovery. Topics covered include bullying, mental health, school climate, physical security, security personnel, emergency planning, threat assessment and reporting, and recovery.

Homeland Security Academic Advisory Council (HSAAC)

DHS, in partnership with ED, chairs the Homeland Security Academic Advisory Council (HSAAC), which works with and advises state and local schools, including colleges and

[62] For more information on the CRP, see https://www.dhs.gov/academicresilience.

[63] DHS, "School and Workplace Violence," website, https://www.dhs.gov/school-and-workplace-violence.

[64] Federal Commission on School Safety, *Final Report of the Federal Commission on School Safety Presented to the President of the United States*, ED, DOJ, DHS, and HHS, Washington, DC, December 18, 2018, p. 13, https://www2.ed.gov/documents/school-safety/school-safety-report.pdf.

[65] Ibid., p. 126.

universities, on security issues. The HSAAC is currently comprised of 19 members in addition to the DHS Chair: 16 members are administrators of IHEs or leaders of higher education consortiums or associations, and 3 are ex-officio members from DOJ, ED, and the U.S. Department of State. The HSAAC also provides advice and recommendations to the DHS Secretary and departmental senior leadership on matters related to homeland security and the academic community, including student and recent student graduate recruitment, international students, academic research, campus resilience, homeland security academic programs, and cybersecurity.[66]

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act

HEA Section 485(f), referred to as the Clery Act, requires domestic IHEs that participate in the HEA Title IV federal student financial aid programs to (1) report campus crime statistics to ED[67] and (2) establish and disseminate campus safety and security policies. Both the campus crime statistics and campus safety and security policies must be compiled and disseminated to current and prospective students and employees in an IHE's annual security report (ASR).

Campus crime statistics that IHEs are required to report to ED and include in their ASRs include data on the on campus[68] occurrence of a range of offenses specified in statute, including murder, burglary, robbery, domestic violence, rape, and other forms of sexual violence.

ASRs must also include statements of campus safety and security policies regarding, for example,

- procedures and facilities for students and others to report criminal actions or other emergencies occurring on campus and an IHE's response to such reports;
- facilities' security and access;
- campus law enforcement, including the law enforcement authority of campus security personnel;
- programs designed to inform students and employees about the prevention of crimes; and
- current campus policies regarding immediate emergency response and evacuation procedures.

Model Emergency Response Policies, Procedures, and Practices

HEA Section 822 requires the Secretary of Education, in consultation with the Attorney General and the Secretary of Homeland Security, to continue to (1) advise IHEs on model emergency response and preparedness policies and procedures and (2) disseminate information about those policies and procedures. Following Section 822's enactment, ED and several other agencies (including DHS and DOJ) published the *Guide for Developing High-Quality Emergency*

[66] DHS, *Homeland Security Academic Advisory Council (HSAAC)*, https://www.dhs.gov/homeland-security-academic-advisory-council-hsaac#.

[67] For additional information, see ED, "Campus Safety," https://www2.ed.gov/admins/lead/safety/campus.html, accessed May 14, 2021.

[68] For purposes of the Clery Act, *campus* includes campus areas, noncampus areas, and public property, if certain criteria are met. HEA §485(f)(6)(A)(ii).

Operations Plans for Institutions of Higher Education[69] to aid IHEs in creating emergency operations plans, which may meet Section 822's mandate.

Youth Preparedness Council

DHS, through FEMA, created the Youth Preparedness Council in 2012 to engage young leaders interested in supporting emergency preparedness in their communities and schools. According to DHS, the members meet with FEMA staff throughout the school year to provide input on strategies, initiatives, and projects, which may include school safety initiatives. Additionally, according to DHS, members attend FEMA's annual council summit in Washington, DC.[70]

Programs That May Support School Safety Initiatives

This section of the report presents federal programs that do not specifically cite school safety and security as a primary purpose but may support related activities. These programs permit using funds to support school safety and security initiatives but do not require funds to be used in this way. School safety efforts may or may not be explicitly cited as a permitted use of funds in authorizing legislation, appropriations report language, or other agency documents (such as the program webpage or agency Congressional Budget Justifications). For example, programs that are primarily focused on students' academic achievement but allow a portion of funds to be used toward a variety of school-based programs—including school safety activities—are included in this section, as are children's mental health programs implemented in schools.[71] Activities for some programs included in this section may not appear to be related to school safety, but may affect school safety-related outcomes.

Programs listed in this section are predominantly grant programs, including block grants, formula grants, or competitive grants. The "Non-grant Programs and Initiatives" subsection describes several DHS security infrastructure programs and one Centers for Disease Control and Prevention (CDC) surveillance and support initiative.

Grant Programs

Education for the Disadvantaged: Grants to LEAs (Title I-A)

Federal Agency	Appropriation (FY2021)
ED, OESE, Office of State Support (OSS)	$ 16.5 billion
	Funds for School Safety/Security Initiatives
	Title I-A schoolwide programs and targeted assistance

[69] ED et al., *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education*, June 2013, https://rems.ed.gov/docs/rems_ihe_guide_508.pdf.

[70] DHS, "School Safety and Security," website, accessed June 2021, https://www.ready.gov/youth-preparedness-council.

[71] While research suggests that individuals with mental health issues are not necessarily more likely to commit violent acts than other individuals, mental health services (including a variety of social-emotional and behavioral health interventions) are often included as part of prevention, intermediation, and recovery activities pertaining to school safety. Therefore, programs that include school-based mental health services but may not explicitly mention "school safety and security" are included in this section. Most federally supported mental health programs that are administered in community-based settings—and do not explicitly address school safety and security—are not included in this report.

Authorizing Legislation ESEA, Title I-A, §§1114, 1115	programs primarily provide academic support to disadvantaged children, but may be used, in certain circumstances, to provide school-based mental health services or other social services. The exact amount used for school safety and security activities is unknown.

Title I-A of the ESEA authorizes federal aid to LEAs for the education of disadvantaged children. Title I-A grants provide supplementary educational and related services to low-achieving and other students attending elementary and secondary schools with relatively high concentrations of students from low-income families. LEAs allocate Title I-A funds to the school level. Public schools operate either schoolwide programs[72] or targeted assistance programs (TAP).[73] Schoolwide programs are authorized if the percentage of low-income students served by a school is 40% or higher.[74] In schoolwide programs, Title I-A funds may be used to improve the performance of all students in a school. Under TAP, Title I-A services are generally limited to the lowest-achieving students in the school.

While Title I-A does not include a specific list of required or allowable uses of funds, statutory language does specifically mention the use of Title I-A funds for activities related to school safety. Under schoolwide programs, statutory provisions require a school's schoolwide plan to include a description of the strategies the school will implement to address school needs, including addressing the needs of all students through activities that may include counseling, school-based mental health programs, mentoring services, and a schoolwide tiered model to prevent and address problem behavior. Under TAP, each school must use methods and instructional strategies to strengthen the school's academic program through activities that may include mental health services, other social services, or a schoolwide system of interventions and supports to prevent and address problem behavior. It may be possible for schools to use Title I-A funds for other school safety-related purposes if they are related to improving student academic achievement. Both schoolwide programs and TAP may support programs developed in coordination with, as well as integration with, other federal, state, and local services, resources, and programs, including violence prevention programs.

For more information, see CRS Report R45977, *The Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA): A Primer*.

Supporting Effective Instruction

Federal Agency ED, OESE, OSS	**Appropriation (FY2021)** $2.1 billion
Authorizing Legislation ESEA, Title II-A, §2103	**Funds for School Safety/Security Initiatives** At the discretion of the state or LEA, funds may be used to train educators and other personnel in children's mental health and school safety. The exact amount used for school safety and security activities is unknown.

[72] Schoolwide programs are authorized under ESEA, Section 1114.

[73] Targeted assistance programs are authorized under ESEA, Section 1115.

[74] A Title I-A school in which less than 40% of the children are from low-income families may request a waiver from the SEA to operate a schoolwide program.

Supporting Effective Instruction grants provide funds to states and LEAs to support programs aimed at improving the quality and effectiveness of teachers, principals, and other school leaders, with the goal of increasing student achievement. Among numerous possible uses of funds, these grants may be used to develop programs or provide in-service training for educators and other school personnel on

- recognizing and preventing child sexual abuse;
- using multitier systems of support such as PBIS;
- understanding when and how to refer students affected by trauma and children with, or at risk of, mental illness to appropriate treatment and intervention services in the school and in the community;
- forming partnerships between school-based mental health programs and public or private mental health organizations; and
- addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism.[75]

Historically, LEAs have used the majority of their ESEA Title II-A funds[76] to support class size reduction and teachers' professional development.[77]

Preparedness Grants

Federal Agency DHS **Authorizing Legislation** Homeland Security Act (P.L. 107-296), §§2003-2004	**Appropriations (FY2021)** State Homeland Security Grant Program ($415 million), Urban Area Security Initiative ($705 million), Emergency Management Performance Grant Program ($355 million) **Funds for School Safety/Security Initiatives** As determined by state, territorial, and tribal governments. The exact amount used for school safety and security activities is unknown.

FEMA administers a number of grants that "provide state and local governments with preparedness program funding in the form of non-disaster grants to enhance the capacity of state and local emergency responders to prevent, respond to, and recover from a weapons of mass destruction terrorism incident involving chemical, biological, radiological, nuclear, explosive devices, and cyber-attacks."[78] Three of these programs may be used for public school safety and security if the state, territory, or tribal government awarded the grant determines that public school safety and security is a homeland security priority. These programs include the State Homeland Security Grant Program (SHSGP), the Urban Area Security Initiative (UASI), and the Emergency Management Performance Grant Program (EMPG).

[75] 20 U.S.C. §6613, P.L. 114-95 §2103.

[76] Reauthorization of the ESEA as the Every Student Succeeds Act (P.L. 114-95), in December 2015, revised Title II-A and changed the name of the program to Supporting Effective Instruction, but its general purpose remained the same.

[77] ED, *Findings From the 2014–15 Survey on the Use of Funds under Title II, Part A*, Washington, DC, July 2015, https://www2.ed.gov/programs/teacherqual/learport.pdf.

[78] See DHS, Federal Emergency Management Agency (FEMA), https://www.fema.gov/preparedness-non-disaster-grants.

State Homeland Security Grant Program

The SHSGP assists state, territorial, tribal, and local governments with addressing high-priority preparedness gaps related to potential acts of terrorism.[79] Communities develop capabilities to prevent, protect against, mitigate, respond to, and recover from threats and hazards that pose the greatest terrorism risk, and this may include threats to schools.[80] All SHSGP grants are based on preparedness capability gaps identified during DHS's Threat and Hazard Identification and Risk Assessment (THIRA) process and assessed in the Stakeholder Preparedness Review (SPR).[81] THIRA is a three-step risk assessment process that assists individuals, businesses, faith-based organizations, nonprofit groups, schools and academia, and all levels of government in understanding their threats and hazards, and the capabilities required to manage their risk.[82] SPR is a self-assessment of a jurisdiction's current capability levels evaluated against the capability targets established in its THIRA.[83]

Urban Area Security Initiative (UASI)

The UASI helps high-threat, high-density urban areas to build and sustain the capabilities necessary to prevent, protect against, mitigate, respond to, and recover from terrorist attacks, which may include public school security activities. UASI recipients are determined annually by DHS and are based on the top 100 Metropolitan Statistical Areas (MSA) as determined by the U.S. Census Bureau. Annually, a limited number of high-risk and high-threat MSAs receive funding. Federal UASI investments are based on UASI recipients' THIRAs.

Emergency Management Performance Grant Program (EMPG)

The EMPG program provides federal funds to states to assist state, local, territorial, and tribal governments in preparing for all hazards, including human-caused disasters. These funds support the development of an emergency preparedness system for the protection of life and property in the United States from hazards and to vest responsibility for emergency preparedness jointly in the federal government, states, and their political subdivisions.[84] School security is part of protection of life and property.

Community Mental Health Services Block Grant (MHBG)

Federal Agency	**Appropriation (FY2021)**
HHS, SAMHSA	$757.6 million
	Funds for School Safety/Security Initiatives
	The MHBG supports community mental health services

[79] For more information on national preparedness and response, see CRS Report R46696, *National Preparedness: A Summary and Select Issues*.

[80] DHS, "National Preparedness Goal," website, accessed June 2021, https://www.fema.gov/national-preparedness-goal.

[81] Ibid. See also https://www.fema.gov/emergency-managers/risk-management/risk-capability-assessment.

[82] DHS, FEMA, "Threat and Hazard Identification and Risk Assessment," website, accessed June 2021, http://www.fema.gov/threat-and-hazard-identification-and-risk-assessment.

[83] DHS, FEMA, "Risk Capability Assessment," website, accessed June 2021, https://www.fema.gov/emergency-managers/risk-management/risk-capability-assessment.

[84] DHS, FEMA, "Emergency Management Performance Grants Program," website, accessed June 2021, https://www.fema.gov/grants/preparedness/emergency-management-performance.

Authorizing Legislation PHSA, Title XIX-B, Subpart I	for adults with serious mental illness and children with serious emotional disturbance. States have flexibility in the use of MHBG funds within the framework of the state plan and federal requirements. Most services are community-based, though schools may be a service location.

The MHBG supports community mental health services for adults with serious mental illness (SMI) and children with serious emotional disturbance (SED). SAMHSA distributes MHBG funds to states (including the District of Columbia and specified territories[85]) according to a formula specified in statute. Each state may distribute MHBG funds to local government entities and nongovernmental organizations to provide community mental health services for adults with SMI and children with SED in accordance with the state's plan. States have flexibility in the use of MHBG funds within the framework of the state plan and federal requirements. While use of funds is generally determined by the states, each state must expend at least 10% of its block grant funds each fiscal year (or at least 20% by the end of the succeeding fiscal year) to support evidence-based programs to address early SMI. Most services are community-based, though schools may be a service location.[86]

The Edward Byrne Memorial Justice Assistance Grant (JAG) Program

Federal Agency DOJ, OJP, BJA	**Appropriation (FY2021)** $360.1 million
Authorizing Legislation The Violence Against Women and Department of Justice Reauthorization Act of 2005 (P.L. 109-162), §1111	**Funds for School Safety/Security Initiatives** JAG grant recipients may use their funding for school safety initiatives, but they are not required to do so. The exact amount used for school safety and security activities is unknown.

JAG is a formula grant program that provides funding to state, local, and tribal governments for a variety of criminal justice initiatives. Grant recipients can use their JAG funds for technical assistance, training, personnel, equipment, supplies, contractual support, and criminal justice information systems related to JAG's program purpose areas.[87]

JAG's broad program purpose areas are intended to give grantees flexibility in using grant funds to address local needs. As such, grant recipients may use their funding for school safety initiatives, but they are not required to do so. According to BJA, states can subaward JAG funds to public or private schools as long as their intended program falls within one of JAG's program purpose areas.[88]

For more information, see CRS In Focus IF10691, *The Edward Byrne Memorial Justice Assistance Grant (JAG) Program*.

[85] Puerto Rico, the U.S. Virgin Islands, American Samoa, Guam, the Northern Mariana Islands, Palau, the Marshall Islands, and Micronesia. See 42 C.F.R. §300x-64(b)(3).

[86] For more information on the MHBG, see CRS Report R46426, *Substance Abuse and Mental Health Services Administration (SAMHSA): Overview of the Agency and Major Programs*.

[87] JAG's program areas are enumerated at 34 U.S.C. §10152(a)(1).

[88] DOJ, Office of Justice Programs, Bureau of Justice Assistance, *Edward Byrne Memorial Justice Assistance Grant (JAG) Program Frequently Asked Questions (FAQs)*, updated May 2021, p. 6, https://bja.ojp.gov/sites/g/files/xyckuh186/files/media/document/jag-faqs.pdf.

Community Oriented Policing Services (COPS) Hiring Program

Federal Agency DOJ, COPS **Authorizing Legislation** Violent Crime Control and Law Enforcement Act of 1994 (P.L. 103-322), as amended, Title I, §10003	**Appropriation (FY2021)** $156.5 million **Funds for School Safety/Security Initiatives** COPS hiring grants may be used to hire law enforcement officers to serve as SROs. The exact amount used for school safety and security activities is unknown.

The COPS hiring program provides grants to state, local, and tribal governments with primary law enforcement responsibilities to hire new or former law enforcement officers for entry-level positions (e.g., patrol officers, sheriff's deputies).[89] COPS hiring grants can be used to hire law enforcement officers to serve as SROs (though there is no data on how frequently COPS grants are used for this purpose). Applicants who want to hire SROs are required to submit a memorandum of understanding between the law enforcement agency and the partner school that outlines the SRO program's purpose, partner roles and responsibilities, requirements for information sharing, and how the SRO will be supervised.[90] The COPS Office also requires SROs hired with grant funds to attend a regional training program.[91]

For more information, see CRS In Focus IF10922, *Community Oriented Policing Services (COPS) Program*.

Children's Mental Health Initiative (CMHI)

Federal Agency HHS, SAMHSA **Authorizing Legislation** PHSA, §§561-565.	**Appropriation (FY2021)** $125 million **Funds for School Safety/Security Initiatives** CMHI grants support a wide variety of activities, including caregiver and family support, legal advocacy, tutoring and mentoring, vocational skills training, case management, medical care, diagnostic and therapeutic services, individual and family therapy, diversion and prevention services, and special education classes, among others. Most services are community-based, though schools are a common service location. The Systems of Care portion of CMHI focuses exclusively on children's mental health.

Created in 1992, SAMHSA's Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances Program—known as the Children's Mental Health Initiative (CMHI)—serves children with SED.[92] The program does this by supporting *Systems of Care* for

[89] For more information on the COPS program, see CRS In Focus IF10922, *Community Oriented Policing Services (COPS) Program*.

[90] DOJ, Community Oriented Policing Services (COPS) Office, *Memorandum of Understanding Fact Sheet*, https://cops.usdoj.gov/pdf/2017AwardDocs/chp/MOU_Fact_Sheet.pdf.

[91] DOJ, COPS Office, *2017 COPS Hiring Program*, fact sheet, p. 2, https://cops.usdoj.gov/pdf/2017AwardDocs/chp/Pre_Award_Fact_Sheet.pdf.

[92] *Children with serious emotional disturbance* are defined as "persons [f]rom birth up to age 18, [w]ho currently or at any time during the past year, [h]ave had a diagnosable mental, behavioral, or emotional disorder of sufficient duration to meet diagnostic criteria ... [t]hat resulted in functional impairment which substantially interferes with or limits the

children with emotional disturbances and their families. Systems of Care is a strategic approach to the delivery of services that incorporates family-driven, strengths-based, and culturally competent care to meet the physical, intellectual, emotional, cultural, and social needs of children and youth. Systems of Care is designed to promote partnerships across child-serving agencies that care for children with SED. The *Systems of Care Expansion and Sustainability* grants assist states, local governments, tribes, and territories in their efforts to deliver or facilitate access to community-based or school-based mental health services. Most services are community-based, though schools are a common location for services.[93] Since 2018, there has been a 10% set-aside for efforts to address youth at high clinical risk for psychosis (known as the *prodrome phase*).

Community Support for School Success

Federal Agency ED, OESE **Authorizing Legislation** ESEA, Title IV-F-2, §§4624, 4625	**Appropriation (FY2021)** Promise Neighborhoods: $81.0 million Full-Service Community Schools: $30.0 million **Funds for School Safety/Security Initiatives** As determined by grantees (states, LEAs, IHEs, Indian tribes, tribal organizations, and nonprofit organizations) who must provide *pipeline services*, which may include mental health services and supports. The exact amount used for school safety and security activities is unknown.

The Community Support for School Success subpart (Title IV-F-2 of the ESEA) authorizes both the Promise Neighborhoods and the Full-Service Community Schools (FSCS) programs. Both programs are designed to provide *pipeline services*, 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."[94] Pipeline services are designed to address the needs of children and youth in the communities served, and may include services such as family and community engagement and support, workforce readiness activities, and mental health services and supports.

Promise Neighborhoods

The Promise Neighborhoods program is designed to provide pipeline services in neighborhoods with high concentrations of low-income individuals and multiple signs of distress (e.g., high rates of poverty, academic failure, and juvenile delinquency), and in schools implementing comprehensive or targeted support and improvement activities under Title I-A. Among other requirements, pipeline services must include strategies to address, through services or programs, mental health services and supports.

Full-Service Community Schools (FSCS)

The FSCS program provides grants to public elementary and secondary schools to participate in a community-based effort to coordinate and integrate educational, developmental, family, health,

child's role or functioning in family, school, or community activities" according to 58 *Federal Register* 29422, May 20, 1993.

[93] HHS, SAMHSA, Center for Mental Health Services, *The Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbances Program*, Report to Congress 2016, PEP18-CMHI2016, 2016, https://store.samhsa.gov/sites/default/files/d7/priv/pep18-cmhi2016.pdf.

[94] 20 U.S.C. §7272(3), P.L. 114-95 §4622(3).

and other comprehensive services through community-based organizations and public and private partnerships. Access to such services is provided in schools to students, families, and the community. Similar to Promise Neighborhoods, FSCS must also provide pipeline services, which must include strategies to address mental health services and supports. FSCS must have a plan that describes a needs assessment that identifies academic, physical, nonacademic, health, mental health, and other needs of students, families, and community members. Each FSCS must also have a full-time coordinator to coordinate the delivery of pipeline services.

For more information, see CRS In Focus IF11196, *ESEA: The Promise Neighborhoods and Full-Service Community Schools Programs*.

National Child Traumatic Stress Initiative (NCTSI)

Federal Agency HHS, SAMHSA	**Appropriation (FY2021)** $71.9 million
Authorizing Legislation PHSA, §582	**Funds for School Safety/Security Initiatives** The NCTSI supports a network of members in developing and promoting effective community practices for children and adolescents exposed to a wide array of traumatic events. Most of the service providers are community-based, though many grantees partner with local schools and LEAs to train educators and staff. Some community treatment grantees also provide services in school settings. The exact amount used for school-related activities is unknown.

Established in 2000, the NCTSI aims to improve behavioral health services and interventions for children and adolescents exposed to traumatic events. Through the NCTSI, SAMHSA provides grants, education and training, technical support, data collection, evaluation services, and information on evidence-based interventions for trauma care for use in mental health clinics, schools, or child welfare or juvenile justice settings.

SAMHSA provides funding for a national network of grantees knowns as the National Child Traumatic Stress Network (NCTSN). Funding supports the NCTSN members in developing and promoting effective community practices for children and adolescents exposed to traumatic events. A component of this work has been the development of resources and delivery of training and consultation to support the development of trauma-informed child-serving systems.

While most of the service providers are community-based, many service center grantees partner with local schools and school systems to provide training to educators and school staff. Additionally, some community treatment grantees provide services in school settings such as school-based mental health programs.[95]

[95] For a list of grantees and a brief description of grant-funded programs and activities, see HHS, SAMHSA, "Individual Grant Awards," 2016, https://www.samhsa.gov/grants/awards/2016/SM-16-005.

Education of Homeless Children and Youth

Federal Agency ED, OESE, OSHS	**Appropriation (FY2021)** $106.5 million
Authorizing Legislation McKinney-Vento Homeless Assistance Act, Title VII-B	**Funds for School Safety/Security Initiatives** Title VII-B requires SEAs to provide competitive subgrants to LEAs to facilitate school enrollment, attendance, and success for homeless children and youth. In certain circumstances, these funds may be used to provide school-based mental health services, violence prevention counseling, or other social services. The exact amount used for school safety and security activities is unknown.

Title VII-B of the McKinney-Vento Act authorizes the Education for Homeless Children and Youth program, which is administered by ED and provides funds to SEAs to ensure all homeless children and youth have equal access to public education. Grants made by SEAs to LEAs under this program must be used to facilitate the enrollment, attendance, transportation to school, and success in school of homeless youth. Funds may be used for services such as tutoring; supplemental instruction; specialized instructional support services (including violence prevention counseling); health services and referrals for medical, dental, mental, and other health services; and activities to address the particular needs of homeless children and youth that may arise from domestic violence and parental mental health or substance abuse problems. During school year 2016-2017, more than 1.3 million homeless children and youth were eligible for services. This included more than 118,000 unaccompanied youth.

For more information, see CRS In Focus IF11152, *Federal Support for Runaway and Homeless Youth*.

Juvenile Justice and Delinquency Prevention Act, Part B, State Formula Grants

Federal Agency DOJ, OJP, Office of Juvenile Justice and Delinquency Prevention (OJJDP)	**Appropriation (FY2021)** $66.5 million
Authorizing Legislation The Juvenile Justice and Delinquency Prevention Act (P.L. 93-415), as amended, §§220-223	**Funds for School Safety/Security Initiatives** States are authorized to use funding for a variety of juvenile justice related purposes, some of which might promote school safety and security. The exact amount used for school safety and security activities is unknown.

Under this program, the OJJDP makes grants to states that can be used to fund the planning, establishment, operation, coordination, and evaluation of juvenile delinquency programs and to improve juvenile justice systems. State formula grant funds are allocated annually based on each eligible state's proportion of people under age 18.[96]

[96] There are four core mandates with which, except for specified exceptions, states must generally comply: states must keep status offenders (such as truants) out of secure detention or correctional facilities, states cannot detain or confine juveniles in facilities in which they would have contact with adult inmates, juveniles cannot be detained or confined in any jail or lockup for adults, and states must show that they are working to address racial and ethnic disparities within their juvenile justice systems.

Under the program, 75% of the funding a state receives must be used for juvenile justice-related programs, which could include school safety and security, such as

- comprehensive juvenile justice and delinquency prevention programs that meet the needs of youth through the collaboration of the many local systems before which a youth may appear, including schools, courts, law enforcement agencies, child protection agencies, mental health agencies, welfare services, health care agencies, and private nonprofit agencies offering youth services;
- education programs or supportive services in traditional public schools and detention/corrections education settings to encourage youth to remain in school, or alternative learning programs;
- mental health services for youth in custody who are in need of such services;
- programs that assist delinquent and at-risk youth in obtaining a sense of safety and structure, belonging and membership, self-worth and social contribution, independence and control over one's life, and closeness in interpersonal relationships;
- programs, research, or other initiatives primarily to address issues related to youth gang activity; and
- mentoring programs for at-risk youth, youth who have offended, or youth with a parent or legal guardian who is or was incarcerated.

For more information, see CRS Report R44879, *Juvenile Justice Funding Trends*.

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

Federal Agency ED, OESE	**Appropriation (FY2021)** $ 48.2 million
Authorizing Legislation ESEA, Title I-D, §1424	**Funds for School Safety/Security Initiatives** LEAs may use funds for the coordination of health and social services for eligible youth, if there is a likelihood that the provision of such services will increase the probability that they will complete their education. The exact amount used for school safety and security activities is unknown.

Title I-D of the ESEA authorizes a pair of programs intended to improve education for students who are neglected, delinquent, or at risk of dropping out of school. Subpart 1 authorizes grants for the education of children and youth in state institutions for the neglected or delinquent, including community day programs and adult correctional institutions. Under Subpart 2, grants are provided to LEAs with high numbers or percentages of children and youth in locally operated correctional facilities for children and youth, including public and private institutions and community day programs or schools that serve delinquent children and youth. These children and youth are then served in accordance with Title I-D provisions, which may include using Title I-D funds for the coordination of health and social services, including mental health services, if there is a likelihood that the provision of such services will increase the probability that children and youth served will complete their education.

Juvenile Justice and Delinquency Prevention Act, Title V, Incentive Grants for Local Delinquency Prevention

Federal Agency DOJ, OJP, OJJDP	**Appropriation (FY2021)** $15.5 million
Authorizing Legislation Incentive Grants for Local Delinquency Prevention Programs Act (P.L. 102-586), §5	**Funds for School Safety/Security Initiatives** Grants awarded by states to eligible entities can be used for juvenile justice-related programs that might promote school safety and security. The exact amount used for school safety and security activities is unknown.

Under this program, OJJDP is authorized to make grants to states, which are then transmitted to units of local government or nonprofits in partnership with units of local government, to support delinquency prevention programs for juveniles who have come into contact with, or are at risk for contact with, the juvenile justice system. Grants under this program can be used to support, among other things, child and adolescent health and mental health services, youth mentoring programs, and after-school programs.

For more information, see CRS Report R44879, *Juvenile Justice Funding Trends*.

Garrett Lee Smith (GLS) Youth Suicide Prevention Campus Grants

Federal Agency HHS, SAMHSA	**Appropriation (FY2021)** $6.5 million
Authorizing Legislation PHSA, §520E-2	**Funds for School Safety/Security Initiatives** The GLS Youth Suicide Prevention Campus Grants program provides funding to IHEs to prevent suicide. Grantees can use funds for a variety of activities related to suicide prevention, including enhancing behavioral health services on campus.

The GLS Youth Suicide Prevention Campus Grants program—authorized by the Garrett Lee Smith Memorial Act of 2004 (P.L. 108-355)—provides grants to IHEs, including tribal colleges and universities, to prevent suicide and suicide attempts. The purpose of the program is to support comprehensive, collaborative, and evidence-based approaches to (1) enhancing mental health services for all college students, including those at risk for suicide, SMI/SED, and/or substance use disorders; (2) prevent mental and substance use disorders; (3) promote help-seeking behavior; and (4) improve the identification and treatment of at-risk college students.[97] The GLS Youth Suicide Prevention Campus Grants program has awarded 293 grants to 265 IHEs.[98] In FY2019, SAMHSA awarded 22 new GLS Campus Grants and supported the continuation of 41 GLS Campus Grants.

[97] HHS, SAMHSA, *GLS Campus Suicide Prevention Grant*, Funding Opportunity Announcement (FOA), December 7, 2020, https://www.samhsa.gov/grants/grant-announcements/SM-21-003.

[98] HHS, SAMHSA, *FY2021 Justification of Estimates for Appropriations Committees*, https://www.samhsa.gov/sites/default/files/about_us/budget/fy-2021-samhsa-cj.pdf.

Alcohol and Drug Abuse Prevention Grants

Federal Agency ED	**Appropriation (FY2021)** This program has never received an appropriation.
Authorizing Legislation HEA, Title I-B, §120(e)	**Funds for School Safety/Security Initiatives** All program funds would be used to make grants to IHEs or consortia of IHEs, and enter into contracts with IHEs, consortia of IHEs, and other organizations to carry out a range of activities to reduce and eliminate the illegal use of drugs and alcohol and the violence associated with such use.

HEA Section 120(e) authorizes the Alcohol and Drug Abuse Prevention Grants program. Under the program, ED is authorized to award grants, on a competitive basis, to IHEs or consortia of IHEs, and to enter into contracts with IHEs, consortia of IHEs, or other organizations to "develop, implement, operate, improve, and disseminate programs of prevention and education (including treatment-referral) to reduce and eliminate the illegal use of drugs and alcohol and the violence associated with such use."[99] Grants or contracts may also be used to support a higher education center for drug and alcohol abuse prevention to provide training, technical assistance, and other services to the higher education community.

Appropriations for the program were authorized for FY2009 through FY2014 at "such sums as may be necessary."[100] The program has never received an appropriation and, thus, has never been implemented.

Non-grant Programs and Initiatives

Centers for Disease Control and Prevention (CDC) Surveillance and Support

CDC's Division of Adolescent and School Health (DASH) conducts public health surveillance of school-aged children through their school-based surveillance branch. DASH works with education agencies and youth-serving organizations to promote environments where youth can gain fundamental health knowledge and skills and establish healthy behaviors. While DASH focuses on physical health, such as sexually transmitted infection and HIV prevention, it also identifies goals such as "establish[ing] safe environments where students feel connected to school and supportive adults."[101]

DHS Infrastructure Security

Federal Agency DHS, Cybersecurity and Infrastructure Security Agency (CISA)	**Appropriation (FY2021)** Activities funded through multiple DHS entities with no specific budget line item.
Authorizing Legislation Cybersecurity and Infrastructure Security Agency Act of 2018 (P.L. 115-278)	**Funds for School Safety/Security Initiatives** Activities are funded through multiple DHS entities with no specific budget line item. The exact amount

[99] HEA §120(e)(1).

[100] Section 422 of the General Education Provisions Act automatically extended the authorization of appropriation for the program for an additional year (through FY2015).

[101] Centers for Disease Control and Prevention (CDC), *About the Division of Adolescent and School Health*, CDC/DASH Home, https://www.cdc.gov/healthyyouth/about/index.htm.

	used for school safety and security activities is unknown.

Critical infrastructure describes the vital physical and cyber systems and assets for which incapacity or destruction would have a debilitating impact on U.S. physical security, economic security, public health, or public safety. DHS qualifies public schools as critical infrastructure by this definition. On November 16, 2018, Congress enacted the Cybersecurity and Infrastructure Security Agency Act of 2018, which established CISA. CISA coordinates security and resilience efforts using partnerships across the private and public sectors, and delivers technical assistance and assessments to federal stakeholders, as well as to critical infrastructure owners and operators nationwide. Three CISA programs and activities that may assist with public school safety and security are (1) the Hometown Security Program, (2) Active Shooter Preparedness, and (3) DHS Protective Security Advisors.[102]

Hometown Security Program

Through the Hometown Security Program, DHS utilizes outreach activities to develop partnerships between the private and public sectors to mitigate risks and enhance the security and resilience of public sites and events. DHS provides counsel and recommendations about protective measures that the private and public sectors can implement to protect venues and facilities, such as public schools.[103]

Active Shooter Preparedness

Through the Active Shooter Preparedness program, DHS provides products, tools, training, and resources to assist communities to prepare for and respond to an active shooter incident. Resources are tailored to first responders, human resource or security professionals, private citizens, and training participants.[104]

DHS Protective Security Advisors

DHS's Office of Infrastructure Protection operates the Protective Security Advisor (PSA) program. PSAs are critical infrastructure and vulnerability subject matter experts who coordinate and facilitate local activities to advise state, local, and private sector officials. The PSA program's primary mission is to plan, coordinate, and conduct security risk assessments of nationally significant critical infrastructure. PSAs also provide planning and outreach activities to communities and community services, such as public schools.[105]

Guidance on Mental Health Disclosures for Students

HEA Section 825 requires the Secretary of Education to provide guidance that clarifies the role of IHEs regarding disclosure of education records. This includes the disclosure of education records

[102] DHS, "Critical Infrastructure Security," website, accessed June 2021, https://www.dhs.gov/topic/critical-infrastructure-security.

[103] DHS, "Hometown Security," website, accessed June 2021, https://www.dhs.gov/cisa/hometown-security.

[104] DHS, "Active Shooter Preparedness," website, accessed June 2021, https://www.dhs.gov/cisa/active-shooter-preparedness.

[105] DHS, "Protective Security Advisors," website, accessed June 2021, https://www.dhs.gov/cisa/protective-security-advisors.

to a parent or legal guardian of a dependent student "in the event that such student poses a significant risk of harm to himself or herself or to others, including a significant risk of suicide, homicide, or assault."

Appendix A. Federal School Safety and Security Programs

Table A-1. Federal Grant Programs that Support Safety and Security for Students in K-12 Public Schools and IHEs

(Listed in alphabetical order by agency)

Program	Authorizing Legislation	U.S. Code	Brief Description of Relevant Uses of Funds	Eligibility
Programs Administered by the U.S. Department of Education (ED)				
Alcohol and Drug Abuse Prevention Grants	Higher Education Act (HEA), Title I-B, §120(e)	20 U.S.C. §1011i(e)	Grants and contracts may be used to develop and implement programs to reduce and eliminate illegal drug and alcohol use and the violence associated with such use.	Competitive grants to institutions of higher education (IHEs) and consortia of IHEs and competitive contracts to IHEs, consortia of IHEs, and other organizations.
Community Support for School Success • Full-Service Community Schools (FSCS) program • Promise Neighborhoods program	Elementary and Secondary Education Act (ESEA), Title IV-F-2, §§4624, 4625	20 U.S.C. §§7273-7275	Grantees must use funds to provide *pipeline services*, meaning a continuum of coordinated supports, services, and opportunities for children to prepare them for postsecondary education or employment. Pipeline services may include mental health services and supports, and must facilitate the coordination of the provision of social, health, and mental health services and supports for children, their families, and community members.	FSCS program: consortiums of (1) one or more local educational agencies (LEAs) or the Bureau of Indian Education (BIE) and (2) one or more community-based organizations, nonprofit organizations, or other public or private entities. Promise Neighborhoods: IHEs, Indian tribes and tribal organizations, or a nonprofit organization partnered with an Indian tribe, school district, or another nonprofit.
Education for the Disadvantaged: Grants to Local Educational Agencies (Title I-A)	ESEA, Title I-A, §§1114, 1115	20 U.S.C §§6314-6315	Title I-A funds can be used by schools operating schoolwide programs[a] for counseling, school-based mental health services, and other strategies among numerous possible uses	LEAs with relatively high concentrations of students from low-income families.

Program	Authorizing Legislation	U.S. Code	Brief Description of Relevant Uses of Funds	Eligibility
			of funds. Schools operating targeted assistance programs[b] may also be able to use funds for health and other social services if they are not otherwise available.	
National Activities for School Safety • Grants to States for Emergency Management • Mental Health Service Professional Demonstration Grants • Project Prevent • School-Based Mental Health Services Grants • School Climate Transformation Grants	ESEA, Title IV-F, §§4601, 4631	20 U.S.C. §7281(a)	The Secretary of Education can use funds for grants, contracts, or cooperative agreements to carry out activities to improve students' safety and well-being.	Eligibility varies by individual grant program, but often includes state educational agencies (SEAs), LEAs, IHEs, federal agencies, nonprofit organizations, and community-based organizations.
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	ESEA, Title I-D, §1424	20 U.S.C. §§6454, 6302(d)	Funds provided to LEAs may be used for the coordination of health and social services, including mental health services, if there is a likelihood that the provision of such services will increase the probability that individuals served will complete their education.	LEAs with high numbers or percentages of children and youth residing in locally operated correctional facilities for children and youth.
Project School Emergency Response to Violence (Project SERV)	ESEA, Title IV-F, §§4601, 4631	20 U.S.C. §7281(b)	Project SERV grants are awarded to states, schools, and LEAs that have experienced a violent or traumatic crisis to initiate or strengthen violence prevention programs and other	States and LEAs that have experienced a violent or traumatic crisis.

Program	Authorizing Legislation	U.S. Code	Brief Description of Relevant Uses of Funds	Eligibility
			activities designed to restore learning environments disrupted by the crisis or traumatic event. Examples of allowable services and activities related to mental health that schools and LEAs may use Project SERV funds toward include mental health assessments, referrals, and services related to the traumatic event for students, faculty, other school personnel, and members of their immediate families; and overtime for teachers, counselors, and other staff.	
Student Support and Academic Enrichment Grants (SSAE)	ESEA, Title IV-A, §§4104, 4108	20 U.S.C §§7111-7122	States may use funds reserved for state activities to support LEAs in implementing mental health awareness training programs and expanding access to or coordinating resources for school-based counseling and mental health programs, among other possible uses of funds. LEAs may use the funds for school-based mental health services, school-based mental health services partnership programs, and school counseling, among other possible uses of funds.	Formula grants to SEAs and LEAs that qualify for Title I-A funds for serving elementary and secondary schools with relatively high concentrations of students from low-income families.
Student Safety and Campus Emergency Management Grants	HEA, Title VIII-L, §821	20 U.S.C. §11611	Grants may be used to pay for the federal share of costs for activities to improve safety and	Competitive grants to IHEs and consortia of IHEs.

Program	Authorizing Legislation	U.S. Code	Brief Description of Relevant Uses of Funds	Eligibility
			emergency communications at IHEs.	
Supporting Effective Instruction	ESEA, Title II-A, §2103	20 U.S.C §§6611-6614; and §6603(a)	Funds can be used by LEAs to provide in-service training for school personnel in forming partnerships between school-based mental health programs and public or private mental health organizations, among other possible uses of funds.	LEAs, particularly those with high numbers of low-income schools, implementing school personnel-related initiatives, including teacher recruitment, hiring, and retention; reducing class sizes; and providing professional development.
Trauma Recovery Demonstration Grants	ESEA, Title IV-A, §4103(a)(3)	20 U.S.C §§7113-7114	Grants must support students from low-income families who have experienced trauma that negatively affects their educational experience in accessing trauma-specific mental health services.	Competitive grants to SEAs, or SEAs in partnership with nonprofit organizations; IHEs; or state or local mental health agencies.
Programs Administered by the U.S. Department of Homeland Security (DHS)				
Emergency Management Performance Grant Program	The Homeland Security Act (P.L. 107-296), as amended; the Robert T. Stafford Disaster Relief and Emergency Assistance Act (P.L. 93-288), as amended; the Earthquake Hazards Reduction Act of 1977 (P.L. 95-124), as amended; and the National Flood Insurance Act of 1968 (P.L. 90-448), as amended.	6 U.S.C. §762; 42 U.S.C. §5121; 42 U.SC. §§7701 et seq.; and 42 U.S.C. §§4001 et seq.	Grants can be used to assist in preparing for all hazards by supporting the development of emergency preparedness systems.	Grants are awarded to state, local, territorial, and tribal governments.
State Homeland Security Grant Program	The Homeland Security Act (P.L. 107-296), as amended, §2004.	6 U.S.C. §605	Grants can be used to assist state, local, and tribal governments in preparing for, protecting against, and responding to acts of terrorism.	Grants are awarded to states.

Program	Authorizing Legislation	U.S. Code	Brief Description of Relevant Uses of Funds	Eligibility
Urban Area Security Initiative	The Homeland Security Act (P.L. 107-296), as amended, §2003.	6 U.S.C. §604	Grants can be used to assist high-risk urban areas in preventing, preparing for, protecting against, and responding to acts of terrorism.	Grants are awarded to high-risk urban areas.
Programs Administered by the U.S. Department of Justice (DOJ)				
Community Oriented Policing Services (COPS) Hiring Program	The Violent Crime Control and Law Enforcement Act of 1994 (P.L. 103-322), as amended, §10003.	34 U.S.C. §§10381-10389 and §10261(a)(11)	Grants can be used to hire entry-level career law enforcement officers to increase community policing capacities and support crime prevention efforts.	Grants can be awarded to state, local, and tribal governments with primary law enforcement authority.
Edward Byrne Memorial Justice Assistance Grant (JAG) Program	The Violence Against Women and Department of Justice Reauthorization Act of 2005 (P.L. 109-162), §1111.	34 U.S.C. §§10151-10158	Grants can be used for state and local initiatives, technical assistance, training, personnel, equipment, supplies, contractual support, and criminal justice information systems in one or more of eight program purpose areas: (1) law enforcement programs; (2) prosecution and court programs; (3) prevention and education programs; (4) corrections and community corrections programs; (5) drug treatment and enforcement programs; (6) planning, evaluation, and technology improvement programs; (7) crime victim and witness programs (other than victim compensation); and (8) mental	Grants are awarded to state, local, and tribal governments.

Program	Authorizing Legislation	U.S. Code	Brief Description of Relevant Uses of Funds	Eligibility
			health programs and related law enforcement and corrections programs, including behavioral programs and crisis intervention teams.	
Juvenile Justice and Delinquency Prevention Act, Part B, State Formula Grants	The Juvenile Justice and Delinquency Prevention Act (P.L. 93-415), as amended, §§220-223.	34 U.S.C. §§11131-11133 and §11181(a)	Grants can be used to fund the planning, establishment, operation, coordination, and evaluation of projects that improve juvenile delinquency programs and states' juvenile justice systems.	Grants are awarded to states.
Juvenile Justice and Delinquency Prevention Act, Title V, Incentive Grants for Local Delinquency Prevention	The Juvenile Justice and Delinquency Prevention Act (P.L. 93-415), as amended, §§501-506.	34 U.S.C. §§11311-11313	Grants can be used to support delinquency prevention programs for juveniles who have come into contact with, or are at risk for contact with, the juvenile justice system.	Grants are awarded to states, and are then allocated to units of local government or nonprofits in partnership with units of local government.
Matching Grant Program for School Security	The Victims of Trafficking and Violence Protection Act of 2000 (P.L. 106-368), §1108(b).	34 U.S.C. §§10551-10556	Under this program, the Bureau of Justice Assistance (BJA) is authorized to award grants for (1) training school personnel and students to prevent student violence against others and themselves, (2) developing and operating anonymous reporting systems for threats of school violence, (3) developing and operating school threat assessment and intervention teams and specialized training for school officials in responding to mental health crises; and (4) any other measure that BJA determines may provide a significant	Grants can be awarded to state, local, and tribal governments. Grants can be subwarded to LEAs, nonprofit organizations, or units of local government or tribal organizations.

Program	Authorizing Legislation	U.S. Code	Brief Description of Relevant Uses of Funds	Eligibility
			improvement in training, threat assessments and reporting, and violence prevention in schools. The COPS Office is authorized to award grants to state, local, and tribal governments for: (1) coordination with local law enforcement; (2) training for local law enforcement officers to prevent student violence against others and themselves; (3) metal detectors, locks, lighting, and other deterrent measures; (4) acquiring and installing technology for expedited notification of local law enforcement during an emergency; and (5) any other measure that the COPS Office determines may provide a significant improvement in school security.	
Programs Administered by the U.S. Department of Health and Human Services (HHS)				
Children's Mental Health Initiative (CMHI)	Public Health Service Act (PHSA), §§561-565	42 U.S.C. §290ff	Comprehensive Community Mental Health Services for Children with Serious Emotional Disturbance (Systems of Care Expansion and Sustainability Grants) grants support systems of care for children with serious emotional disturbances. Funds are used to create infrastructure and facilitate access to community-based or school-based mental health services. Educational	Grants are awarded to states, local governments, tribes, and territories to assist in their efforts to deliver or facilitate access to community-based or school-based mental health services to support systems of care for children with serious emotional disturbances.

Program	Authorizing Legislation	U.S. Code	Brief Description of Relevant Uses of Funds	Eligibility
			professionals also coordinate with CMHI-funded systems of care for referrals, service planning meetings, and evaluation of outcomes.	
Community Mental Health Services Block Grant (MHBG)	PHSA, Title XIX-B, Subpart I	42 U.S.C. §300x	The MHBG supports community mental health services for adults with serious mental illness and children with serious emotional disturbance. States have flexibility in the use of MHBG funds within the framework of the state plan and federal requirements. Most services are community-based, though schools may be a service location.	MHBG funds are distributed to states (including the District of Columbia and specified territories) according to a formula specified in statute.
Garrett Lee Smith (GLS) Campus Suicide Prevention Grants	PHSA, §520E-2	42 U.S.C. §§290bb-36b	The GLS Campus Suicide Prevention Grant Program provides funding to IHEs to prevent suicide. Grantees can use funds for a variety of activities related to suicide prevention, including enhancing behavioral health services on campus.	IHEs, including state universities, private four-year colleges and universities (including those with religious affiliations), community colleges, and minority-serving institutions.
National Child Traumatic Stress Initiative (NCTSI)	PHSA, §582	42 U.S.C. §290hh-1	Through the NCTSI, the Substance Abuse and Mental Health Services Administration (SAMHSA) provides grants, education and training, technical support, data collection, evaluation services, and information on evidence-based interventions for trauma care for use in child mental	Grants can be awarded to public and nonprofit private entities, as well as to Indian tribes and tribal organizations. Priority is given to universities, hospitals, mental health agencies, and other programs that have established clinical expertise and research experience in the field of

Program	Authorizing Legislation	U.S. Code	Brief Description of Relevant Uses of Funds	Eligibility
			health clinics, schools, child welfare, or juvenile justice settings.	trauma-related mental disorders.
Project Advancing Wellness and Resiliency in Education (AWARE) • Project AWARE State Grants • Mental Health Awareness Training • Resiliency in Communities After Stress and Trauma (ReCAST)	PHSA, §520A	42 U.S.C. §290bb-32	Project AWARE is part of SAMHSA's Priority Mental Health Needs of Regional and National Significance (Mental Health PRNS). Project AWARE grants fund activities to identify children and youth in need of mental health services, increase access to mental health treatment, and promote mental health literacy among teachers and school personnel.	The HHS Secretary may carry out Mental Health PRNS activities, including all Project AWARE programs, directly or through grants, contracts, or cooperative agreements with states, political subdivisions of states, Indian tribes or tribal organizations, health facilities, or programs operated by or in accordance with a contract or grant with the Indian Health Service, or other public or private nonprofit entities.
Youth Prevention and Recovery	PHSA, §514 (as amended by P.L. 115-271 enacted October 24, 2018)	42 U.S.C. §290bb-7a(c)	This grant program supports evidence-based substance use disorder prevention, treatment, and recovery programs for children, adolescents, and young adults. For this program, the HHS Secretary, in consultation with ED, is to award competitive three-year grants to specified eligible educational or community-based entities.	Grants can be awarded competitively to LEAs, SEAs, IHEs or consortia of IHEs, local boards or one-stop operators, nonprofit organizations, states, a political subdivision of a state, Indian tribes or tribal organizations, or a high school or dormitory serving high school students that receives funding from the BIE.

Source: Table prepared by the Congressional Research Service (CRS) using relevant legislation and materials prepared by ED, DHS, DOJ, and HHS.

a. Schoolwide programs are generally authorized under Title I-A if the percentage of low-income students served by a school is 40% or higher. In schools operating schoolwide programs, Title I-A funds may be used to improve the academic achievement of all students in the school.

b. Schools operating targeted assistance programs use Title I-A funds to provide supplemental educational services to students with the greatest academic needs.

Appendix B. Other Resources on Federal School Safety and Security

Research and Statistics

Indicators of School Crime and Safety is an annual report produced jointly by the National Center for Education Statistics (NCES) in the U.S. Department of Education (ED) and the Bureau of Justice Statistics (BJS) in the U.S. Department of Justice (DOJ). This report presents federal data on school crime and student safety based on information drawn from a variety of data sources, including national surveys of students, teachers, and principals conducted by ED, DOJ, and the Centers for Disease Control and Prevention (CDC) in the U.S. Department of Health and Human Services (HHS). Topics covered in the report include student and teacher victimization, bullying and cyberbullying, school conditions, fights, weapons, student use of drugs and alcohol, student perceptions of personal safety at school, and safety and security measures implemented by public schools.

- *Indicators of School Crime and Safety* (BJS/DOJ and NCES/ED) (https://nces.ed.gov/programs/crimeindicators/)

  Data sources for the report:
  - School-Associated Violent Deaths Surveillance System (SAVD-SS)
  - National Vital Statistics System (NVSS)
  - National Crime Victimization Survey (NCVS)
  - School Crime Supplement (SCS)
  - Youth Risk Behavior Surveillance System (YRBSS)
  - Schools and Staffing Survey (SASS)
  - National Teacher and Principal Survey (NTPS)
  - School Survey on Crime and Safety (SSOCS)
  - Fast Response Survey System (FRSS)
  - Campus Safety and Security Survey
  - EDFacts
  - Monitoring the Future Survey
  - Studies of Active Shooter Incidents
- School-Associated Violent Deaths Surveillance System (SAVD-SS; CDC/HHS) (https://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/SAVD.html)
- Civil Rights Data Collection (CRDC; includes data on school related arrests, referrals to law enforcement, and bullying and harassment) (https://ocrdata.ed.gov)
- National Threat Assessment Center (NTAC) Research and Publications (https://www.secretservice.gov/protection/ntac/research/#section-2)
- Crime, Violence, Discipline, and Safety in U.S. Public Schools: Findings From the School Survey on Crime and Safety: 2017-18 (https://nces.ed.gov/pubs2015/2015051.pdf)

Technical Assistance

Technical assistance (TA) centers help state and local agencies, schools, and institutions of higher education (IHEs) to implement school safety and security programs and practices. TA centers are typically competitively awarded grants that operate at a regional or national level. TA centers may also provide information and resources to the general public through their websites.

Center to Improve Social and Emotional Learning and School Safety (SEL Center)

The SEL Center provides technical assistance to state educational agencies (SEAs) and local educational agencies (LEAs) in the implementing evidence-based social and emotional learning programs and practices. The SEL Center provides different levels of TA ranging from the general TA available through its website to intensive TA provided over extended partnerships with states and LEAs to help build their capacity to integrate social and emotional learning and school safety strategies into K-12 programming.

- Center to Improve Social and Emotional Learning and School Safety (https://selcenter.wested.org/)

National Center on Safe Supportive Learning Environments (NCSSLE)

NCSSLE offers information and technical assistance to states, LEAs, and schools that receive Title IV-A Student Support and Academic Enrichment (SSAE) Grants. NCSSLE also provides listings of grants received by each state, as well as by LEAs within each state, from ED and other federal agencies to support safe and supportive school-based initiatives.

- National Center on Safe Supportive Learning Environments (https://safesupportivelearning.ed.gov/)
- NCSSLE School Climate Survey Tool (https://safesupportivelearning.ed.gov/edscls)

Technical Assistance (TA) Center on Positive Behavioral Interventions and Supports (PBIS)

The PBIS TA Center provides technical assistance and evaluation tools to SEAs, LEAs, and schools to support their implementation of PBIS.

- Positive Behavioral Interventions and Supports (PBIS) Technical Assistance Center (https://www.pbis.org/)

Readiness and Emergency Management for Schools Technical Assistance (REMS TA) Center

The REMS TA Center builds the "preparedness capacity" of schools, LEAs, institutions of higher education (IHEs), and their community partners and provides information, resources, and services in the field of K-12 and higher education emergency operations planning.

- REMS TA Center (https://rems.ed.gov)

Websites

In addition to grant programs to support school safety and security initiatives, the U.S. Department of Homeland Security (DHS), ED, DOJ, and HHS have compiled resources that could be helpful to policymakers who want to understand more about these issues, or families, teachers, school administrators, and law enforcement professionals who want to explore ways to enhance the safety and security of their local schools.

- SchoolSafety.gov is a central location for school safety and security materials from DHS, ED, DOJ, and HHS to provide schools and school districts with actionable recommendations and school safety resources to help them create safe and supportive learning environments. SchoolSafety.gov's resources are presented in a preparedness continuum, beginning with prevention and progressing through protection, mitigation, response, and recovery. Topics covered include bullying/cyberbullying, mental health, school climate, physical security, school security personnel, emergency planning, threat assessment and reporting, recovery, and training exercises and drills. (https://schoolsafety.gov)
- The Federal Commission on School Safety provides information on its final report and links to federal and state reports on incidents of school violence. (https://www.ed.gov/school-safety)
- The Community Oriented Policing Services (COPS) Office webpage provides background information on School Resource Officers (SROs), and important considerations when assigning SROs. (https://cops.usdoj.gov/supportingsafeschools)
- DOJ's crimesolutions.gov website provides information on evaluations of school safety programs and practices. Evaluations can be sorted by those DOJ has rated as effective, those that are "promising," and those that are ineffective. (https://crimesolutions.gov)
- K-12 School Security Guide (2nd Edition) and School Security Survey (https://www.dhs.gov/publication/k-12-school-security-guide)
- The National Criminal Justice Reference Service provides a directory of resources related to school safety, including Q&As on school safety topics, links to DOJ publications on school safety, and links to other school safety resources. (https://www.ncjrs.gov/schoolsafety/additional.html)
- National Institute of Justice's (NIJ's) Comprehensive School Safety Initiative (CSSI; NIJ/DOJ) (https://nij.ojp.gov/topics/articles/nijs-comprehensive-school-safety-initiative)
- What Do Data Reveal About Violence in Schools? (NIJ/DOJ) (https://nij.ojp.gov/topics/articles/what-do-data-reveal-about-violence-schools)
- School Safety and Security (Cybersecurity and Infrastructure Security Agency/DHS) (https://www.dhs.gov/cisa/school-safety-and-security)
- Safe Youth, Safe Schools (CDC/HHS) (https://www.cdc.gov/features/safeschools/index.html)
- StopBullying.gov (https://www.stopbullying.gov/)

- Suicide Prevention Resource Center: Youth (https://www.sprc.org/populations/youth)
- Violence Prevention at Youth.gov (https://youth.gov/youth-topics/violence-prevention)

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