

**No Child Left Behind:
Sources of Funding that Support
School Counseling and Mental Health Services**



AMERICAN COUNSELING ASSOCIATION

**American Counseling Association
Office of Public Policy & Legislation
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About the Information in this Guide

The information in this guide was compiled through a variety of sources, including the U.S. Department of Education’s publication *No Child Left Behind: A Desktop Reference* (Washington, D.C., 2002) <http://www.ed.gov/admins/lead/account/nclbreference/index.html>, internet searches, and other research. Due to the broad range of information provided in this report and the varying timelines of government agency activities, we cannot guarantee that all the information included is up to date. Readers are encouraged to bring any errors, omissions, or changes to our attention at the ACA Office of Public Policy & Legislation. We also encourage you to suggest any additional programs that should be included in this report.

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For additional information on a particular program, please contact the agency indicated, or Chris Campbell at (800) 347-6647, x241.

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Introduction

Overview of the No Child Left Behind Act

On January 8, 2002, following more than three years of intense congressional deliberations, the “No Child Left Behind Act” (NCLB), *Public Law 107-110*, was finalized and signed into law by President Bush. NCLB significantly changes federal education policy for grades K through 12, by requiring standardized testing for all students in English and math every year in grades 3 through 8, as well as once in high school.

As a result of ACA’s lobbying efforts, in collaboration with other like-minded organizations, over a billion dollars of federal funding was authorized under NCLB for use by schools to provide counseling services to students, parents, and other school personnel.

The serious shortage of qualified school counselors in America has undermined efforts to make schools safe, improve academic achievement, and ensure bright futures for all our children. School counselors are stretched thin, and children often do not get the help they need. In 1998, the average U.S. public school student-to-counselor ratio was 561:1. In 2007, the average student-to-counselor ratio was still 476:1. ACA, the American School Health Association (ASHA), and the American School Counselor Association (ASCA) recommend a maximum student-to-counselor ratio of 250:1.

Based on information and feedback from school counselors, ACA’s lobbying efforts focused on creating new avenues for schools to provide school counseling or mental health services to students, and expanding professional opportunities and jobs for school counselors. ACA was pleased that the final NCLB bill included many of ACA’s school counseling legislative proposals. However, the bill also included several legislative changes ACA opposed, and did not include adequate resources to administer some of the new required education reforms.

Each year, for the last seven years, the Administration has proposed eliminating, or significantly reducing, funding for many of the programs listed in this guide. In fact, funding for many of these programs has declined over the last several years. In the current climate, it is important for counselors to advocate for school counseling services with federal policymakers, as well as with school administrators and boards, and be knowledgeable about potential sources of funding for counseling services. The “No Child Left Behind Act” (NCLB) allows schools the flexibility to provide or expand counseling and mental health services and support for students, teachers, and families. This document provides an overview of provisions in NCLB that allow use of funds for mental health and counseling services, and/or strengthening community collaboration of services among education, health, mental health and law enforcement agencies.

The full text of the “No Child Left Behind Act of 2001” (Public Law 107-110) can be found at: <http://www.ed.gov/policy/elsec/leg/esea02/index.html>.

Reauthorization of No Child Left Behind Act

In 2007, Congress began the process of revising and updating the “No Child Left Behind” Act (NCLB). NCLB-authorized programs support guidance counseling, mental health services, violence prevention activities, academic advisement, professional development, and more.

Like other major federal laws, the No Child Left Behind Act is thoroughly updated and revised—in legislative language, “reauthorized”—only once every five years. Although NCLB is not expected to be formally reauthorized until after the 2008 presidential election, Congress has already begun holding hearings and discussions on the issue.

The reauthorization of NCLB gives ACA and other education advocates a rare opportunity to influence federal education policy for years to come. We are using this opportunity to continue educating Congress about who school counselors are, and make sure lawmakers know the value of the high-quality services school counselors provide to help improve students’ well-being and academic achievement.

As part of the preparation for reauthorization of the NCLB, ACA submitted policy recommendations to the House and Senate education committees for their consideration. To read ACA’s reauthorization recommendations, go to:

<http://www.counseling.org/Files/FD.ashx?guid=86d153a6-45b2-4493-ae63-3e923a97ab16>.

ACA strongly supports the main purpose of the NCLB: to afford all children an equal opportunity to receive a quality education and, in doing so, to close the achievement gap between disadvantaged children and their more advantaged peers. ACA believes that highly qualified teachers are critical to student achievement; however, if children are not physically and mentally prepared to learn, the best classroom instruction will not produce the desired results.

Professional school counselors advocate for and care for students, and are important members of the educational team. They consult and collaborate with teachers, administrators and families to help all students be successful academically, vocationally and personally.

Today, there are over 100,000 highly trained professional school counselors working in America's public schools. School counselors are on the front lines helping all young people succeed, impacting their futures on a daily basis.

FOR MORE INFORMATION

---U.S. Department of Education: www.ed.gov

---U.S. House Committee on Education and the Workforce:

<http://edworkforce.house.gov/>

---U.S. Senate Health, Education, Labor, and Pensions Committee: <http://help.senate.gov/>

Title I, Part D--PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK

NCLB Statutory Cite

Sec. 1424 (3) the coordination of health and social services for such individuals if there is a likelihood that the provision of such services, including day care, drug and alcohol counseling, and mental health services, will improve the likelihood such individuals will complete their education;

Sec. 1425 (3) where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.

Purpose

The Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk provide financial assistance to educational programs for youths in state-operated institutions or community day programs. The program also provides financial assistance to support school districts' programs involving collaboration with locally operated correctional facilities. The expanding juvenile correctional system and the educational deficits of most correctional education students pose challenges to the delivery of educational services to neglected and delinquent youths. In 1998-99, state agency programs served 170,000 neglected and delinquent students, while local agency programs served an additional 92,000 students in local correctional facilities. Participants in state institutions in 1998 were overwhelmingly male (89 percent), a little more than half (51 percent) were African American, and 53 percent were between the ages of 14 and 17.

How It Works

Under State Education Agency programs, states receive formula funds based on the number of children in state-operated institutions and per-pupil educational expenditures. Each state's allocation is generated by child counts in state juvenile institutions that provide at least 20 hours of instruction from nonfederal funds and adult correctional institutions that provide 15 hours of instruction a week. The SEA then makes subgrants to state agencies based on their proportional share of the state's adjusted enrollment count of neglected or delinquent children and youths.

Under local agency programs, the SEA awards subgrants to districts with high numbers or percentages of children and youth in locally operated juvenile correctional facilities, including facilities involved in community day programs.

Key Requirements

State agencies and districts that conduct a program under Title I for neglected or delinquent children and youths are required to:

- Meet the educational needs of neglected, delinquent, and at-risk children and youths, and assist in the transition of these students from correctional facilities to locally operated programs;
- Ensure that these students have the same opportunities to achieve as if they were in local schools in the state; and
- Evaluate the program and disaggregate data on participation by gender, race, ethnicity, and age, not less than once every three years.

How Quality Is Measured

The required state agency and school district evaluations will determine the program’s impact on the ability of these students to:

- Maintain and improve educational achievement;
- Accrue school credits that meet state requirements for grade promotion and secondary school graduation;
- Make the transition to a regular program or other education program operated by a school district;
- Complete secondary school and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youths; and
- Participate in postsecondary education and job-training programs.

SEAs may reduce or terminate funding for projects if the agency does not show progress in reducing student dropout rates.

Key Activities For State Education Agencies

- SEAs may require correctional facilities or institutions for neglected or delinquent children and youth to demonstrate that there has been an increase in the number of children and youths returning to school, obtaining a secondary school diploma or its recognized equivalent, or obtaining employment after the children and youths are released.

Funding History (in millions)

FY2007	FY2008	FY2009 Administration Request
\$49.8	\$48.9	\$51.9

**Title IV, Part A--21ST CENTURY SCHOOLS
SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES**

NCLB Statutory Cite

Sec. 4112 (a)(3) In awarding funds under paragraph (1), a chief executive officer shall give special consideration to grantees that pursue a comprehensive approach to drug- and violence-prevention that includes providing and incorporating mental health services related to drug and violence prevention in their program;

Sec. 4113 (a)(3) provides an assurance that the application was developed in consultation and coordination with appropriate state officials and others, including the chief executive officer, the chief state school officer, the head of the state alcohol and drug abuse agency, the heads of the state health and mental health agencies, the head of the state criminal justice planning agency, the head of the state child welfare agency, the head of the state board of education, or their designees, and representatives of parents, students, and community-based organizations;

Sec. 4114 (c)(1)(A) A local educational agency shall develop its application through timely and meaningful consultation with state and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals);

Sec. 4115 (b)(2)(E)(vii) Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment, and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers;

Sec. 4115 (b)(2)(E)(x) Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs;

Sec. 4128 NATIONAL CENTER FOR SCHOOL AND YOUTH SAFETY shall carry out emergency response, anonymous student hotline, consultation (counseling, psychology, education, law enforcement), and information and outreach activities with respect to elementary and secondary school safety;

Sec. 4151 (9) The term 'school based mental health services provider' includes a state licensed or state certified school counselor, school psychologist, school social worker, or other state licensed or certified mental health professional qualified under state law to provide such services to children and adolescents; and

Sec. 4151 (10) The term 'school personnel' includes teachers, principals, administrators, counselors, social workers, psychologists, nurses, librarians, and other support staff who are employed by a school or who perform services for the school on a contractual basis.

Purpose

The Safe and Drug-Free Schools and Communities Act supports programs to prevent violence in and around schools; prevent the illegal use of alcohol, drugs, and tobacco by young people; and foster a safe and drug-free learning environment that supports academic achievement. Without a safe and orderly learning environment, teachers cannot teach and students cannot learn. Students and school personnel need a secure environment, free from the dangers and distractions of violence, drug use, and lack of discipline, in order to ensure that all children achieve to their full potential.

In 1999, students ages 12 through 18 were victims of about 2.5 million crimes at school, including about 186,000 serious violent crimes (including rape, sexual assault, robbery, and aggravated assault). Student safety is of concern outside of school as well: In 1999, students were more than twice as likely to be victims of serious violent crime away from school as at school.

The crime rate at schools has declined over the last few years. Between 1995 and 1999, the percentage of students who reported being victims of crime at school decreased from 10 to 8 percent. However, the prevalence rates of some types of crimes at school have not changed. For example, between 1993 and 1999, the percentage of students in grades 9 through 12 who were threatened or injured with a weapon on school property in the past 12 months remained constant, at about 7 to 8 percent.

As the rate of victimization in schools has declined or remained constant, students also seem to feel more secure than just a few years ago. The percentage of students ages 12 through 18 who reported avoiding one or more places at school for their own safety decreased between 1995 and 1999, from 9 to 5 percent. Furthermore, the percentage of students who reported that street gangs were present at their schools decreased from 1995 to 1999.

However, not all indicators have improved. For example, in 1999, about one-third of students in grades 9 through 12 reported that someone had offered, sold, or given them an illegal drug on school property, an increase from about one-quarter in 1993. Thus, the data on school crime and safety present a mixed picture. While overall school crime rates have declined, violence, gangs, and drugs are still present, indicating that more work needs to be done.

How It Works

The Safe and Drug-Free Schools (SDFS) program has two main components, the state grant program and national programs. The state grant component is a formula grant program, with funding provided to the state education agency (SEA) (at least 80 percent) and the office of the governor (up to 20 percent). SEA funds flow to districts by formula, and districts may use this

funding for a wide range of drug and violence prevention activities and strategies. Up to 5 percent of SEA funds may be used for state-level activities, including technical assistance and training, evaluation, and program improvement services for districts and community groups. Governors' funds are awarded through grants and contracts to districts and community groups for services to youths with special needs, such as dropouts and students who are suspended or expelled, homeless, pregnant or parenting.

The national programs component provides discretionary funding for demonstration projects, special initiatives, technical assistance to states and districts, evaluation, and other efforts to improve drug and violence prevention. The law establishes a number of initiatives under SDFS national programs with specific provisions about who may apply and how funds may be used.

Key Requirements

States must develop a coordinated, comprehensive plan for how the SEA and governor's office will use SDFS funds. They must conduct a needs assessment (including collecting data on the incidence and prevalence of youth drug use and violence and the prevalence of related risk and protective factors) and develop state performance measures for SDFS-funded prevention activities. States must also:

- Ensure that governor's office activities will not duplicate SEA and district prevention efforts;
- Cooperate with the U.S. Department of Education's SDFS evaluation and data collection activities;
- Use program funds to supplement, not supplant, other prevention funding; and
- Develop their plans for the use of program funds in consultation with appropriate state officials and representatives of parents, students, and community-based organizations and make them available for public review.

How It Achieves Quality

Principles of Effectiveness apply to state grant program activities, including formula grant programs in districts, activities supported by grants and contracts made by the governor's office, and state-level activities undertaken by the SEA. The Principles of Effectiveness require that grantees:

- Base their programs on research-based prevention activities;
- Select activities that respond to local needs—as determined by objective data;
- Establish a set of performance measures for their programs aimed at ensuring a safe, orderly, and drug-free learning environment;

- Involve parents in their programs; and
- Evaluate their programs.

How Performance Is Measured

States and districts are required to establish performance measures for their activities under the state grant program. State performance measures must:

- Be focused on student behavior and attitudes;
- Be derived from the needs assessment described in the state’s application;
- Be developed in consultation with state and local officials; and
- Consist of performance indicators for drug- and violence-prevention programs and activities and levels of performance for each indicator.

In addition, each state is required to establish a uniform management and reporting system for collecting information on school safety and youth drug use. States are required to include incident reports by school officials and anonymous student and teacher surveys in the data they collect.

Under the state grant program, states must report to the U.S. Department of Education every two years on:

- Implementation and outcomes of SDFS programs—including an assessment of effectiveness;
- Progress toward attaining state performance measures for drug and violence prevention;
- Efforts to include parents in drug- and violence-prevention activities; and
- Data on the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of illegal drug use and violence by youths in schools and communities.

The U.S. Department of Education is required to conduct an evaluation of the impact of SDFS-funded and other drug- and violence-prevention programs. This should focus on whether district and community programs comply with the Principles of Effectiveness. The report should ask whether or not the programs have appreciably reduced the level of youth illegal drug, alcohol, and tobacco use. Programs must also reduce school violence, and the illegal presence of weapons in schools. The evaluation should note if schools have conducted effective parent involvement and training programs. The National Center for Education Statistics is required to collect data on the incidence and prevalence of illegal drug use and violence in schools.

Key Activities For State Education Agencies

State education agencies must:

- Develop their application with the governor's office and parents and community members;
- Conduct a needs assessment and establish and track progress on program performance measures;
- Develop uniform management and reporting systems for information on school safety and youth drug use; and
- Conduct evaluations and collect information from districts and other grantees to provide information for reports.

Funding History (in millions)

State Grants Program

FY2007	FY2008	FY2009 Administration Request
\$346.5	\$294.8	\$100.0

National Programs

FY2007	FY2008	FY2009 Administration Request
\$149.7	\$137.7	\$182.0

**Title IV, Part A, Subpart 2--
SAFE SCHOOLS HEALTHY STUDENTS INITIATIVE**

NCLB Statutory Cite

Sec. 1421 – Federal Activities – From funds made available to carry out this subpart under section 4003(2), the Secretary, in consultation with the Secretary of Health and Human Services, the Director of the Office of National Drug Control Policy, and the Attorney General, shall carry out programs to prevent the illegal use of drugs and violence among, and promote safety and discipline for, students. The Secretary shall carry out such programs directly, or through grants, contracts, or cooperative agreements with public and private entities and individuals, or through agreements with other Federal agencies, and shall coordinate such programs with other appropriate Federal activities.

Background

Since 1999, the U.S. Departments of Education, Health and Human Services, and Justice have collaborated on the Safe Schools/Healthy Students (SS/HS) Initiative. The SS/HS Initiative is a discretionary grant program that provides students, schools, and communities with federal funding to implement an enhanced, coordinated, comprehensive plan of activities, programs, and services that focus on promoting healthy childhood development and preventing violence and alcohol and other drug abuse. Eligible local educational agencies (LEAs) or a consortium of LEAs, in partnership with their community's local public mental health authority, local law enforcement agency, and local juvenile justice entity, are able to submit a single application for federal funds to support a variety of activities, curriculums, programs, and services. The SS/HS Initiative draws on the best practices of education, justice, social services, and mental health systems to provide integrated and comprehensive resources for prevention programs and prosocial services for youth.

Purpose

Grants support LEAs in the development of community-wide approaches to creating safe and drug-free schools and promoting healthy childhood development. Programs are intended to prevent violence and the illegal use of drugs and to promote safety and discipline. LEAs are required to partner with local law enforcement, public mental health, and juvenile justice agencies/entities. This program is jointly funded and administered by the departments of Education, Justice, and Health and Human Services (the appropriation amounts listed above do not include funds appropriated for the departments of Justice, and Health and Human Services).

How It Works

To be funded, local comprehensive strategies must address the following six elements but may address other elements as well, as determined by the needs of the community:

- Provide a safe school environment;
- Offer alcohol-, other drug-, and violence-prevention activities and early intervention for

troubled students;

- Offer school and community mental health preventive and treatment intervention programs;
- Offer early childhood psychosocial and emotional developmental programs;
- Support and connect schools and communities; and Support safe-school policies.

SS/HS grantee's comprehensive plans are designed to provide students, schools, and families with a network of effective services, supports, and activities that help students develop the skills and emotional resilience necessary to promote positive mental health, engage in prosocial behavior, and prevent violent behavior and drug use; create schools and communities that are a safe, disciplined, and drug-free environment; and engage parents, community organizations, and social services agencies to help develop an infrastructure that will institutionalize and sustain successful grant components after federal funding has ended.

SS/HS grant applicants are eligible for 4 consecutive years of funding. Continuation funding is subject to the availability of federal funds and progress achieved by the grantee. The maximum yearly award for SS/HS grants is based on student enrollment data. The maximum request for any of the project's four 12-month budget periods is \$2,250,000 for an LEA with at least 35,000 students; \$1,500,000 for an LEA with at least 5,000 students but fewer than 35,000 students; and \$750,000 for an LEA with fewer than 5,000 students.

Funding History (in millions)

FY2007	FY2008	FY2009 Administration Request
\$38.0	\$72.0	\$77.8

Department of Education Link:

<http://www.ed.gov/programs/dvpsafeschools/legislation.html>

Title IV, Part B--21st CENTURY SCHOOLS
21st CENTURY COMMUNITY LEARNING OPPORTUNITIES (CENTERS)

NCLB Statutory Cite

Sec 4201 (a)(2) offer students a broad array of additional services, programs, and activities, such as youth development activities, drug- and violence-prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students;

Sec. 4203 (a)(11) provides an assurance that the application was developed in consultation and coordination with appropriate state officials, including the chief state school officer, and other state agencies administering before and after school (or summer school) programs, the heads of the state health and mental health agencies or their designees, and representatives of teachers, parents, students, the business community, and community-based organizations; and

Sec. 4205 (a)(11) programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement; and (12) drug- and violence-prevention programs, counseling programs, and character education programs.

Purpose

The 21st Century Community Learning Centers program provides services, during non-school hours or periods, to students and their families for academic enrichment, including tutorial and other services to help students, particularly those who attend low-performing schools, to meet state and local student academic achievement standards.

The Census Bureau has estimated that in 1995, 6.9 million children ages 5 to 14 were in self-care for an average of six hours a week. Self-care was more common for older children, but because rates of juvenile delinquency are highest in the hours after school and substance abuse and other undesirable behaviors often occur after school, after-school programs can provide adult-supervised, constructive activities for older and younger children. After-school programs also provide additional opportunities for targeted instruction and academic enrichment to support current efforts to close the achievement gap between racial or ethnic groups and between male and female students.

How It Works

The new 21st Century program is a state-administered discretionary grant program in which states hold a competition to fund academically focused after-school programs. While the focus is on improving students' academic achievement, other activities associated with youth development, recreation, the arts, and drug prevention, as well as literacy services for parents, are permitted. In addition to districts, community- and faith-based organizations, and

government entities, as well as other public or private entities, may apply for these funds individually or jointly with school districts.

Key Requirements

State education agencies (SEAs) must submit an application for funding to the U.S. Department of Education that includes a plan for how they will run their competition, how they will select grantees, and how they will provide training and technical assistance. In addition, they must describe how grantees will be monitored and evaluated. They also must undertake these congressionally specified activities;

- Ensure that awards serve students who primarily attend schools eligible for school wide programs under Section 1114 of ESEA or schools that serve a high percentage of students from low-income families and their families;
- Ensure that funded community learning centers will be sustained after the grant period;
- Ensure that the transportation needs of participating students will be addressed; and
- Ensure that children's needs are met by involving a wide array of groups in the application process, including appropriate state officials (e.g., the chief state school officer, officials of other state agencies administering before- and after-school programs, and the heads of the state health and mental health agencies or their designees) and representatives of teachers, parents, students, the business community, and community-based organizations.

How It Achieves Quality

Congress required programs to be based upon:

- An assessment of objective data regarding the need for before- and after-school programs (including summer school programs) and activities in schools and communities;
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities; and
- If appropriate, scientifically based research that provides evidence that the activities will help students meet state and local academic achievement standards.

How Performance Is Measured

States will be required to report on progress in meeting state and local academic achievement standards in reading and mathematics for regular participants in a 21st Century Community Learning Centers program.

Key Activities For State Education Agencies

State education agencies must:

- Evaluate the effectiveness of programs and activities of 21st Century Community Learning Centers;
- Create and implement program planning and monitoring guidelines for grantees (e.g., allowable activities, program priorities, Principles of Effectiveness, community involvement, reporting requirements, etc.); and
- Establish performance indicators.

Funding History (in millions)

FY2007	FY2008	FY2009 Administration Request
\$981.2	\$1,081.2	\$800.0

Title V, Part A--INNOVATIVE PROGRAMS

NCLB Statutory Cite

Sec. 5131 (a)(14) Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel. *(15)* Alternative educational programs for those students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.

Purpose

The Innovative Programs State Grants assist local education reform efforts that are consistent with and support statewide reform efforts. They also support state and local efforts to implement promising education reform programs, provide a continuing source of innovation and educational improvement, help meet the special education needs of at-risk and high-need students, and support programs to improve school, student, and teacher performance.

How It Works

Funds are allocated by formula, based on states' relative share of the school-age population, with each state receiving a minimum of one-half of one percent. States must award subgrants of at least 85 percent of their funds to districts based on the relative enrollments in public and private schools. State education agencies (SEAs) may use their share of program funds for supporting school choice options, school renovations, technology, or implementing other state reforms.

How It Achieves Quality

The Innovative Programs State Grants program provides SEAs and districts with additional funding to support high-quality, innovative educational programs. Funding can be used in a broad range of areas to improve academic achievement and the quality of education for students, to improve teacher quality, and to improve school performance.

How Performance Is Measured

The district must conduct an annual evaluation that describes how the programs that it supported affected student academic achievement.

Key Activities For The State Education Agencies

State education agencies must:

- Submit an annual statewide summary to the U.S. Department of Education based on evaluation information submitted by districts; and
- Allocate funds to districts, provide technical assistance to districts, and carry out state-level innovative programs.

Funding History (in millions)

FY2007	FY2008	FY2009 Administration Request
\$99.2	\$0	\$0

Title V, Part D, Subpart 2--FUND FOR THE IMPROVEMENT OF EDUCATION ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS

NCLB Statutory Cite

Sec. 5421 ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS - Grants to local educational agencies to enable such agencies to establish or expand elementary school and secondary school counseling programs

Purpose

The Elementary and Secondary School Counseling Program provides grants to help school districts establish or expand counseling programs in elementary schools and, if the appropriation for the program exceeds \$40 million in any fiscal year, to secondary schools. Research shows that high-quality counseling services have positive long-term effects on a child's well being and educational achievement and can prevent a student from turning to violence and drug or alcohol abuse.

How It Works

This discretionary grant program authorizes the U.S. Department of Education to award grants directly to districts to establish or expand student counseling programs. Special consideration for awards must be given to applicants who demonstrate the greatest need for new or additional counseling services, propose the most promising and innovative approaches, and show the greatest potential for replication and dissemination. In addition, grants must be equitably distributed among geographic regions and among urban, suburban, and rural districts.

Key Requirements

This program supports the hiring and training of qualified school counselors, school psychologists, child and adolescent psychiatrists, and school social workers for schools. The program also provides greater student access to beneficial counseling services and helps identify effective strategies for providing student counseling services that show potential for replication and dissemination.

Each grantee must implement a program that is comprehensive in addressing the counseling and educational needs of all students. Programs must increase the range, availability, quantity, and quality of counseling services in schools. They should expand counseling services through qualified personnel and use innovative approaches to increase children's understanding of peer and family relationships, work and self, decision-making, or academic and career planning. Programs may improve peer interaction and provide counseling services in settings that meet the range of student needs. Programs also may include in-service training for teachers, instructional staff, and appropriate school personnel, including training in appropriate identification and early intervention techniques. Programs must involve parents of participating students in the design, implementation, and evaluation of counseling programs and also involve community groups,

social service agencies, or other public or private entities in collaborative efforts to enhance the program and promote school-linked integration of services.

How It Achieves Quality

Districts must use their grants to establish or expand counseling programs that are innovative, comprehensive, use a developmental, preventive approach, and increase the quality and quantity of counseling services in their schools. Other requirements include:

- Ensure professionals paid with program funds spend the majority of their time counseling students or in other directly related activities;
- Work toward specified ratios of counseling staff to students, using the recommendations of the American School Health Association, to ensure that sufficient counseling services are available to meet student needs; and
- Provide in-service training, hire staff that meet specific qualifications, and evaluate the effectiveness of their services.

How Performance Is Measured

Districts must work toward staff-to-student ratios of one school counselor to 250 students, one school social worker to 800 students, and one school psychologist to 1,000 students. The U.S. Department of Education is required to prepare a report that evaluates grantees’ counseling programs and provides information from grantee districts on the ratios of counseling staff to students. To date, the Department has not issued this report.

Funding History (in millions)

FY2007	FY2008	FY2009 Administration Request
\$34.65	\$48.6*	\$0

*Statutory funding trigger would be met for the first time; middle and high schools will now be able to apply for ESSCP grants beginning with the 2008-09 school year.

Department of Education Link: <http://www.ed.gov/offices/OSDFS/esscdg.html>

**Title V, Part D, Subpart 14--FUND FOR THE IMPROVEMENT OF EDUCATION
GRANTS FOR THE INTEGRATION OF SCHOOLS AND MENTAL HEALTH
SYSTEMS**

NCLB Statutory Cite

Sec. 5541 GRANTS FOR THE INTEGRATION OF SCHOOLS AND MENTAL HEALTH SYSTEMS – to award grants to, or enter into contracts or cooperative agreements with, state educational agencies, local educational agencies, or Indian tribes, for the purpose of increasing student access to quality mental health care by developing innovative programs to link local school systems with the local mental health system.

Purpose

Authorizes, within the Fund for the Improvement of Education (FIE), a new program of competitive grants to state educational agencies, local educational agencies (LEAs), or Indian tribes, for the purpose of increasing student access to high-quality mental health care by developing innovative programs that link local school systems with the local mental health system.

Funds may be used to enhance, improve, or develop collaborative efforts between school-based service systems and mental health service systems to provide, enhance, or improve prevention, diagnosis, referral, and treatment services to students; enhance the availability of crisis intervention services; provide training for school personnel and mental health professionals; and provide technical assistance and consultation to school systems, mental health agencies, and families.

Funding History (in millions)

FY2007	FY2008	FY2009 Administration Request
\$4.9	\$4.9	\$0

Title X, Part C--HOMELESS EDUCATION
(Subtitle B of title VII of the McKinney-Vento Homeless Assistance Act)

NCLB Statutory Cite

Sec. 722 (f)(4) facilitate coordination between the state educational agency, the state social services agency, and other agencies (including agencies providing mental health services) to provide services to homeless children, including preschool-aged homeless children, and youths, and to families of such children and youths; and

Sec. 722 (g)(6)(iii) homeless families, children, and youths receive educational services for which such families, children, and youths are eligible, including Head Start and Even Start programs and preschool programs administered by the local educational agency, and referrals to health care services, dental services, mental health services, and other appropriate services.

Purpose

Each year, more than 800,000 children and youths in the United States experience homelessness. The Education for Homeless Children and Youth program is intended to ensure that homelessness does not cause these children to be left behind in school. Homeless children and youths should have access to the education and other services that they need to meet the same challenging state student academic achievement standards to which all students are held.

How It Works

Formula grants are made to the 50 states, the District of Columbia, and Puerto Rico based on each state's share of Title I funds. The outlying areas and the Bureau of Indian Affairs also receive funds. State education agencies (SEAs) then provide competitive subgrants to local school districts. States must make subgrants to districts to facilitate the enrollment, attendance, and success in school of homeless children and youths. These may address problems caused by transportation issues, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues.

Key Requirements

Activities under the state formula grants include:

- Activities to carry out the program's goals;
- Activities for, and services to, homeless children, including preschool-age homeless children, and youths that enable them to enroll in, attend, and succeed in school or preschool programs;
- Establishing or designating an Office of Coordinator for Education of Homeless Children and Youths in each SEA;

- Preparing and carrying out the state plan; and
- Developing and implementing professional development programs for school personnel to heighten their awareness of, and capacity to respond to, specific problems in the education of homeless children and youths.

Districts serving homeless children and youths may use subgrant funds for such activities as:

- Coordination and collaboration with other local agencies to provide comprehensive services to homeless children and youths and their families;
- Expedited evaluations of homeless children's needs to help facilitate enrollment, attendance, and success in school;
- Tutoring, supplemental instruction, and enriched educational services;
- Professional development designed to raise awareness of the needs of homeless children and youths;
- Referral of health services to homeless children and youths;
- Pay the excess cost of transportation for homeless children and youths attend their selected schools that is not provided through other sources; and
- Developmentally appropriate preschool programs.

How Performance is Measured

The U.S. Department of Education will prepare a report to Congress that will include information on the effectiveness of programs supported with these funds.

Key Activities for the State Education Agencies

State education agencies must:

- Submit a state plan and, as directed by the secretary, report to the U.S. Department of Education;
- Establish an Office of Coordinator of Homeless Children and Youths to gather valid, reliable and comprehensive information on the nature and extent of problems, and to improve the provision of innovative practices;
- Determine and communicate the eligibility of districts and schools; and
- Review and revise laws and practices that impede equal educational access. States are required to have an approved plan for addressing problems associated with the enrollment, attendance, and success in school of homeless children and youths.

Funding History (in millions)

FY2007	FY2008	FY2009 Administration Request
\$61.9	\$64.1	\$64.1

How to Apply for Discretionary Grants from the Department of Education

The Department of Education has hundreds of grant programs available to students, higher education institutions, state and local educational agencies, public and private organizations, and individuals.

To find view a copy of “Grantmaking at ED--Answers to Your Questions About the Discretionary Grants Process,” visit

<http://www.ed.gov/fund/grant/about/grantmaking/index.html>.

For a list of grant announcements by the date released, visit the Department of Education section of the Federal Register at <http://www.ed.gov/legislation/FedRegister/announcements/>.

To obtain application packets of current grant programs, visit

<http://www.ed.gov/GrantApps/>.

To view a current forecast of funding opportunities for ED discretionary grant programs, go to:

<http://www.ed.gov/fund/grant/find/edlite-forecast.html>.

To join the [Edinfo](#) mailing list to be updated on new grant announcements as they are released, send an e-mail to listserv@listserv.ed.gov, write SUBSCRIBE EDINFO in the body of the message, followed by your first and last name. Do not include a signature block in the message.