No Child Left Behind: Funding Sources for School Counseling and Mental Health Services
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*\(^1\), 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 and Legislation. We also encourage you to suggest any additional programs that should be included in this report.

Copyright © 2011 by the American Counseling Association
5999 Stevenson Avenue, Alexandria, Virginia 22304

Permission is granted to reproduce and adapt only with attribution.

For additional information on a particular program, please contact the agency indicated, or Dominic Holt at (800) 347-6647, x242.

American Counseling Association
Office of Public Policy and Legislation
5999 Stevenson Avenue
Alexandria, VA 22304
(800) 347-6647
http://www.counseling.org/PublicPolicy/

Scott Barstow, *Director*..................................................x234 sbarstow@counseling.org
Dominic Holt, *Legislative Representative*.................................x242 dholt@counseling.org
Christie Lum, *Public Policy Coordinator*.................................x354 clum@counseling.org

Table of Contents

Introduction
- Overview of the Elementary and Secondary Education Act (a.k.a. No Child Left Behind)
- Reauthorization of the Elementary and Secondary Education Act (ESEA)

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

Title IV of ESEA
- Safe and Drug-Free Schools and Communities
- 21st Century Community Learning Centers
- Safe Schools / Healthy Students Initiative

Title V of ESEA
- State Grants for Innovative Programs
- Elementary and Secondary School Counseling Programs
- Grants for the Integration of Schools and Mental Health Systems

Title X of ESEA
- Homeless Education

How to Apply for Discretionary Grants from the U.S. Department of Education
Overview of the Elementary and Secondary Education Act
(a.k.a. No Child Left Behind)

On January 8, 2002, following more than three years of intense congressional deliberations, President George W. Bush signed into law the No Child Left Behind Act (Public Law 107-110, referred to here as ESEA\(^2\)), the newest revision, or “reauthorization,” of the Elementary and Secondary Education Act (ESEA) of 1965. ESEA is the main federal education law for grades K through 12. The 2002 changes in the law are vast, and require 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, ESEA changes include over a billion dollars of federal funding for use by schools to provide or expand counseling or mental health services and related supports to students, families, and school personnel. Based on feedback from school counselors, ACA’s lobbying efforts focused on creating new avenues for schools to provide school counseling to students, and expanding professional opportunities and jobs for school counselors.

However, ESEA also includes several legislative changes ACA opposed, and does not include adequate resources to administer some of the required education reforms. Moreover, since 2002, Administrations from both political parties have variously proposed eliminating, or significantly reducing, funding for many of the programs listed in this brief.

The serious shortage of credentialed school counselors in America’s schools has undermined ESEA’s ability 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. Data from the 2008-2009 school year indicate that the average student-to-counselor ratio is only slightly better at 457:1. ACA, the American School Health Association (ASHA), and the American School Counselor Association (ASCA) recommend a maximum student-to-counselor ratio of 250:1.

School counselors must continue to advocate for their profession and be knowledgeable about potential sources of funding for counseling services. This document provides an overview of provisions in ESEA 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.

Reauthorization of the Elementary and Secondary Education Act

The Elementary and Secondary Education Act (a.k.a. No Child Left Behind, ESEA) authorizes school programs that support guidance counseling, mental health services, violence prevention activities, academic advisement, professional development, and more. Congress is responsible for thoroughly updating and revising — in legislative language, “reauthorizing” — most major federal legislation once every five years. ESEA has been due for reauthorization since 2007.

ESEA reauthorization is a unique opportunity to influence federal education policy for years to come. ACA has used this opportunity to advocate with Congress and the Administration about the importance of high-quality credentialed school counselors and their services in helping improve student well-being and success, as well as improving the nation's global competitiveness.3

Congress has held a variety of hearings and discussions on improving ESEA but has not introduced a comprehensive reauthorization bill to date. The Obama Administration, however, has put forth its proposal for ESEA reauthorization. The proposal relies almost solely on teachers and principals to achieve education reforms without also ensuring the necessary supports, such as credentialed school counselors.

Among other changes, the Administration has called for consolidating, essentially eliminating, many important education programs, some described in this brief, in favor of a proposed $410 million Successful, Safe and Healthy Students Program. This would result in the elimination of, among other programs, the Elementary and Secondary School Counseling Program (ESSCP) and the Grants for the Integration of Schools and Mental Health Systems Program.

While ACA appreciates the Administration’s intent to better assist students, eliminating ESSCP and the integration grants would likely lead to a loss of those programs' absolute priorities of building comprehensive and collaborative school counseling services. This in turn would drastically restrict students' access to credentialed school counselors, school social workers, school psychologists and the comprehensive school counseling programs they provide.

ACA strongly supports the main purpose of ESEA: 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. Highly-qualified teachers and principals are critical to student achievement; however, without credentialed school counselors to help ensure children are available to learn, the best classroom instruction and school leadership will not produce the desired results.

Credentialed school counselors help individual students succeed academically, vocationally and personally; consult and collaborate with teachers, administrators, families and community service providers; and implement a range of comprehensive school counseling programs that benefit all students and the rest of the school community. For instance, school counselors are

3 To read ACA testimony and other materials sent to Congress and/or the Administration, visit “ACA Policy Recommendations for School Counseling” at http://www.counseling.org/PublicPolicy/TP/ResourcesForSchoolCounselors/CT2.aspx.
instrumental in implementing individual and school-wide interventions, such as multi-tiered response to intervention approaches to assessment and instruction, positive behavior interventions and supports, social and emotional learning, bullying prevention and response programs, among others. More than 100,000 highly trained, credentialed school counselors work in America's public schools today.

Studies document that high-quality school counseling services help increase students' academic achievement and well-being, help narrow the college-access gap between lower-income and higher-income student groups, help reduce bullying and other disruptive behavior, and foster more productive school environments.

Consider the following findings:

- A meta-analysis of school counseling outcome research involving 117 studies of 153 school counseling interventions with 16,296 students found a significant effect size (ES) of .30. This means that the students who participated in the interventions improved almost a third of a standard deviation more than their peers who did not receive the interventions. In other words, school counseling interventions have a larger effect size than aspirin for preventing heart attacks (ES of .06) and larger than the overall effectiveness of acetaminophen, a.k.a. Tylenol (ES of .19).

- Surveying 22,601 students, and after researchers controlled for socioeconomic status and enrollment size, students attending middle schools with more fully implemented comprehensive counseling programs reported earning higher grades, having fewer problems related to the physical and interpersonal milieu in their schools, feeling safer attending their schools, having better relationships with their teachers, believing that their education was more relevant and important to their futures, and being more satisfied with the quality of education available to them in their schools.

- A state-wide study of Missouri high schools found that students in schools with more fully implemented school counseling programs were more likely to report that they had earned higher grades, their education was better preparing them for the future, their school made more career and college information available to them, and their school had a more positive climate (greater feelings of belonging and safety at school, classes less likely to be

---


interrupted, peers behaving better). After controlling for school enrollment size and socioeconomic status, positive program effects were still found.\(^7\)

As our education system continues to evolve, there will be an even greater need for school counselors to help students, teachers, principals and entire schools succeed. That is why ACA believes ESEA reauthorization must continue to invest in credentialed school counselors, school social workers and school psychologists, as key partners with teachers and principals, in order to achieve maximum improvements in academic achievement and economic competitiveness.

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

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.

How It Works

Under state education agency (SEA) 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 education 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.

State education agencies 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

State education agencies 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)

<table>
<thead>
<tr>
<th></th>
<th>FY2008</th>
<th>FY2009</th>
<th>FY2010</th>
<th>Administration’s FY2011 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$48.9</td>
<td>$50.4</td>
<td>$50.4</td>
<td>$50.4</td>
</tr>
</tbody>
</table>
Title IV, Part A--SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES

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;

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.

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). State education agency funds flow to school 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 Safe and Drug-Free Schools (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 state education agency 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 state education agency.

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 Safe and Drug-Free Schools (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)**

<table>
<thead>
<tr>
<th></th>
<th>FY2008</th>
<th>FY2009</th>
<th>FY2010</th>
<th>Administration’s FY2011 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State Grants Program</strong></td>
<td>$294.8</td>
<td>$294.8</td>
<td>$0</td>
<td>$0*</td>
</tr>
<tr>
<td><strong>National Programs</strong></td>
<td>$218.6</td>
<td>$220.2</td>
<td>$224.1</td>
<td>$0*</td>
</tr>
</tbody>
</table>

*The Administration proposed "consolidating," basically eliminating, these and several related programs into a proposed $410 million Successful, Safe and Healthy Students Program.*
Title IV, Part A, Subpart 2--SAFE SCHOOLS / HEALTHY STUDENTS INITIATIVE

Sec. 4121 – 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.

Purpose

Grants support school districts (a.k.a. local educational agencies), or a consortium of districts, in the development of a coordinated, community-wide, comprehensive plan of partnerships, activities, curricula, programs, and services that focus on promoting healthy childhood development and preventing violence and alcohol and other drug abuse. Districts 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 U.S. Departments of Education, 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.

Grantees’ 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 pro-social 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.

Grant applicants are eligible for four 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 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 a district with at least 35,000 students; $1,500,000 for a district with at least 5,000 students but fewer than 35,000 students; and
$750,000 for a district with fewer than 5,000 students.

**Funding History (in millions)**

<table>
<thead>
<tr>
<th></th>
<th>FY2008</th>
<th>FY2009</th>
<th>FY2010</th>
<th>Administration’s FY2011 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$77.6</td>
<td>$77.8</td>
<td>$77.8</td>
<td>Unspecified.*</td>
</tr>
</tbody>
</table>

*The Administration has proposed including “Safe Schools / Healthy Students drug and violence prevention projects” within its proposed $410 million Successful, Safe and Healthy Students Program. The Administration has not specified a requested funding level for these projects or how these projects would differ from the current Safe Schools / Healthy Students initiative.

---

8 The appropriation amounts listed do not include funds appropriated to the U.S. Departments of Justice and Health and Human Services for their parts in this initiative.
Title IV, Part B--21ST CENTURY COMMUNITY LEARNING CENTERS

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;

Sec. 4205 (a)(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.

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. Community- and faith-based organizations, government entities, and other public or private entities may apply for these funds individually or jointly with school districts.

Key Requirements

State education agencies 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.

State education agencies 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 requires 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 must 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)**

<table>
<thead>
<tr>
<th></th>
<th>FY2008</th>
<th>FY2009</th>
<th>FY2010</th>
<th>Administration’s FY2011 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FY2008</strong></td>
<td>$1,081.2</td>
<td>$1,131.2</td>
<td>$1,166.2</td>
<td>$1,166.2</td>
</tr>
</tbody>
</table>
Title V, Part A--STATE GRANTS FOR INNOVATIVE PROGRAMS

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.

Sec. 5131 (a)(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 State Grants for Innovative Programs 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 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 State Grants for Innovative Programs provide state education agencies and districts with additional funding to support high-quality, innovative educational programs. Funding can support efforts to improve academic achievement, the quality of education, teacher quality, and 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 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)

<table>
<thead>
<tr>
<th>FY2007</th>
<th>FY2008</th>
<th>FY2009</th>
<th>FY2010</th>
<th>Administration’s FY2011 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>$99.2</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>
Title V, Part D, Subpart 2--ELEMENTARY AND SECONDARY SCHOOL COUNSELING PROGRAMS

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

Authorizes, within the Fund for the Improvement of Education, a program to provide 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)

<table>
<thead>
<tr>
<th></th>
<th>FY2008</th>
<th>FY2009</th>
<th>FY2010</th>
<th>Administration’s FY2011 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>$48.6*</td>
<td>$53</td>
<td>$55</td>
<td>$0*</td>
<td></td>
</tr>
</tbody>
</table>

*For Fiscal Year 2008, Congress met the $40 million statutory funding trigger for the first time, allowing middle and high schools to apply for ESSCP grants beginning in the 2008-2009 school year. ESSCP is also one of the programs the Administration has proposed for consolidation, essentially elimination, in favor of the proposed Successful, Safe and Healthy Students Program.
Title V, Part D, Subpart 14--GRANTS FOR THE INTEGRATION OF SCHOOLS AND MENTAL HEALTH SYSTEMS

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, a new program, of competitive grants to state educational agencies, local educational agencies, 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)

<table>
<thead>
<tr>
<th></th>
<th>FY2008</th>
<th>FY2009</th>
<th>FY2010</th>
<th>Administration’s FY2011 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$4.9</td>
<td>$5.9</td>
<td>$5.9</td>
<td>$0*</td>
</tr>
</tbody>
</table>

*The Administration has also proposed “consolidating” this program in favor of the proposed Successful, Safe and Healthy Students Program.
Title X, Part C--HOMELESS EDUCATION
(Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act)

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 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 efforts may address problems caused by transportation issues, immunization and residency requirements, lack of birth certificates and school records, and guardianship issues.

Key Requirements

Activities required 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 state education agency;
- 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 -- not provided through other sources -- of transportation for homeless children and youths so they can attend their selected schools; 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

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.

In addition, 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.

Funding History (in millions)

<table>
<thead>
<tr>
<th>Year</th>
<th>FY2008</th>
<th>FY2009</th>
<th>FY2010</th>
<th>Administration’s FY2011 Request</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$64.1</td>
<td>$135.43*</td>
<td>$65.4</td>
<td>$65.4</td>
</tr>
</tbody>
</table>

*The Fiscal Year 2009 appropriation total includes $70 million from the American Recovery and Reinvestment Act (a.k.a. ARRA or stimulus) of 2009. For more information on ARRA, see the ACA brief Federal Stimulus Bill: An Opportunity for School Counselors (2010).
How to Apply for Discretionary Grants from the U.S. Department of Education

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


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 Department of Education 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.