**Stronger Connections Grant Program**

**Annual Performance Report**

**School Years 2022-23, 2023-24, 2024-25**

Due Date: TBD

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# **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-####. The time required to complete this information collection is estimated to average 12 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Bipartisan Safer Communities Act (BSCA) of 2022.

If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

**Q1: Amount and percentage of funds reserved for SEA administration**

|  |  |
| --- | --- |
| **Amount**  | **Percentage**  |
|   |   |

**Q2: Amount and percentage of funds reserved for State-level activities to support section 4108 of the ESEA**

|  |  |
| --- | --- |
| **Amount**  | **Percentage**  |
|   |   |

**Q3: Uses of funds for State-level activities to support** **local educational agencies (LEAs)**

|  |  |  |
| --- | --- | --- |
| **SEA use of funds**  | **Y/N**  | **If ‘Y,’ provide examples of activities and programs implemented**  |
| Identifying and addressing barriers to providing integrated student supports or improving the coordination and integration of student support programs, initiatives, or braiding and blending funding streams |   |  |
| Coordinating with LEAs or consortia of such agencies implementing a youth PROMISE plan to reduce exclusionary discipline, as described in section 4108(5)(F) of the Elementary and Secondary Education Act, as amended |   |  |
| Supporting LEAs implementing school-wide programs and practices designed to mitigate the impact of community violence |  |  |
| Supporting LEAs implementing evidence-based mental health awareness training programs  |   |  |
| Supporting LEAs expanding access to or coordinating resources for school-based counseling and mental health programs   |   |  |
| Supporting LEAs in implementing evidence-based social and emotional development programs to benefit student well-being  |  |  |
| Providing LEAs with evidence-based resources that address ways to integrate health and safety practices into school or extracurricular programs  |   |  |
| Evaluating program implementation relating to any local educational agency activities to promote student safety or violence prevention through effective communication as described in section 4108(5)(C)(iv)   |   |  |
| Other  |   |  |

**Q4: Does the SEA plan to conduct a statewide program evaluation of the Stronger Connections Grant Program by comparing outcomes for LEAs (or schools) that receive the grants to similar LEAs (or schools) that do not receive the grants?**

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| --- |
| **Y/N**  |
|   |

**Q4a:** If ‘Y,’ in what fiscal year(s) will the study be implemented? If unknown, indicate ‘To be determined.’



**Q4b:** In the text box below, provide additional information about the evaluation of the Stronger Connections Grant Program, such as the study design, timeline for completion, and any collaboration (e.g., with Regional Educational Laboratories, Comprehensive Centers, etc.).

**Q5: What is the amount and percentage of funds (excluding SEA reservation) distributed to LEAs this reporting year, whether directly or through consortia?**

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| --- | --- |
| **Amount**  | **Percentage**  |
|   |   |

**Q5a: Did the total amount of funds distributed to LEAs meet the total amount requested from LEAs?**

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| --- |
| **Y/N** |
|  |

**Q5b: If ‘No,’ what was the total amount requested?**

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| --- |
| **Amount** |
|  |

**Q6: Provide a brief description of how LEAs in your State are ensuring their use of funds activities:**

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| --- | --- |
| **Objectives** | **Description** |
| Coordinate with other schools and community-based services and programs |  |
| Foster safe, healthy, supportive, and drug-free environments that support student achievement |  |
| Promote the involvement of parents and caregivers in the activity or program |  |

**Q7: LEAs awarded Stronger Connections Grant Program funds**

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| --- | --- | --- | --- | --- |
| **NCES LEA ID**  | **LEA Name**  | **Award Amount**  | **Part of Consortia (Y/N)**  | **Name of Consortium**  |
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|   |   |   |   |   |
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|   |   |   |   |   |

**Q8: LEA uses of funds and by dollar amount**

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| --- | --- | --- | --- | --- |
| **Categories** | **Number of LEAs or consortia that used the funds for the hiring of personnel** | **Number of LEAs or consortia that used the funds for the purchase of services and/or supplies** | **Funding - Budgeted** | **Funding - Expended**  |
| School-based mental health services providers and programs |  |  |   |   |
| Mentoring or other relationship-building activities |  |  |   |   |
| Programs or activities that help prevent bullying and harassment |  |  |  |   |
| Physical security including security equipment, locks, technology, and devices (e.g., metal detectors) |  |  |   |   |
| School safety personnel including school safety/resource officers or law enforcement (contracted or non-contracted) |  |  |  |  |
| Implementation of school-wide multi-tiered systems of supports, positive behavioral interventions, and other efforts to improve positive school climates and reduce exclusionary discipline |  |  |  |  |
| Programs or activities that address community violence intervention and prevention |  |  |  |  |
| After-school programs for students (academic, enrichment, etc.) |  |  |  |  |
| School dropout prevention, school reentry programs, and other efforts to keep students on track for academic outcomes |  |  |  |  |
| Professional development for educators and school staff, aligned with purposes of the Stronger Connections Grant Program (e.g., creating safe and welcoming school environments, promoting culturally and linguistically responsive practices, etc.) |  |  |  |  |
| Other (e.g., threat assessments, sexual abuse awareness prevention programs, anti-drug programs, healthy lifestyle, etc.) |  |  |   |   |

If LEAs or consortia were reported under ‘Other,’ please describe the uses of funds activities included:

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In the space below, please provide additional information the SEA would like to share about the data in Q8:

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**Q9: Number of personnel (FTE) by personnel type funded by Stronger Connections Grant funds across LEAs**

|  |  |
| --- | --- |
|  | **Number of personnel (FTE)** |
| Credentialed school-based mental health service providers |  |
| Staff administering school attendance, dropout prevention, and/or reentry programs |  |
| Staff implementing after-school programs |  |
| Staff who implement and enhance school-wide prevention activities (e.g., multi-tiered systems of supports, positive behavioral interventions and supports, and school climate) |  |
| School safety/resource officers or law enforcement |  |
| Community school coordinators or other personnel coordinating wraparound/community services and supports |  |
| Other personnel related to the purposes of the Stronger Connections Grant Program (e.g., mentoring, anti-drug, anti-harassment, relationship building, etc.) |  |