

FY26 Prevention Block Grant

Aggregate Outcomes Report

Overview

The Prevention Block Grant provided two years of funding to support school-based prevention efforts. During the most recent grant cycle (July 1, 2024-June 30, 2026), \$3.8 million was awarded to 24 recipients to implement Tier 1 and Tier 2 prevention strategies. Grantees reported using funds to expand staffing capacity, strengthen prevention programming, provide professional learning, increase family engagement, and enhance systems for identifying and supporting students.

Primary Uses of Funding

- Expanded access to school counselors, social workers, prevention specialists, mentors, and behavioral support personnel
- Implemented evidence-based prevention and skills-based programs
- Increased suicide prevention, substance use prevention, attendance, and school connectedness efforts
- Provided professional learning to educators, administrators, counselors, and support staff
- Strengthened family engagement and access to mental health and prevention resources
- Built sustainable prevention infrastructure, implementation systems, and data practices

Across reporting LEAs, funding supported universal prevention, targeted early interventions, mentoring, counseling, positive behavior supports, wellness centers, attendance initiatives, and parent engagement activities.

Aggregate Outcomes

Increased Protective Factors

LEAs consistently reported improvements in protective factors associated with student well-being and school success:

- Social skills and self-regulation

- Sense of belonging and school connectedness
- Access to trusted adults and mentors
- Supportive relationships and positive peer connections
- Resilience, grit, and coping skills
- Family engagement and home-school partnerships
- Student leadership and prosocial opportunities

Selected Evidence of Growth

- An LEA's local data showed a districtwide 2% increase in self-management, social awareness, sense of belonging, self-efficacy, and emotion regulation
- An LEA's local data showed increased supportive relationships and grit among students
- An LEA local data showed 14% improvement in behavioral regulation, 11% improvement in social-emotional competence, and 13% improvement in executive functioning and learning behaviors
- An LEA reported elementary PBIS implementation fidelity increased from 34.37% to 76% over two years, alongside improvement in selected Panorama measures

Reduced Risk Factors

Many LEAs reported reductions in substance use, mental health concerns, behavior incidents, or other risk indicators. The measures and reporting periods varied by LEA, so results should be interpreted as locally reported outcomes rather than a single statewide effect estimate.

Mental Health Highlights

- An LEA's SHARP Survey data showed a 55.8% increase from 2023 to 2025 in the percentage of students reporting no symptoms of depression, as well as decreases in students who seriously considered suicide (28.4%), made a suicide plan (28.0%), and attempted suicide (23.3%)
- An LEA's SHARP Survey data showed that students seriously considering suicide decreased from 18.7% in 2023 to 12.0% in 2025
- An LEA reported zero suicide attempts during the 2025-2026 school year

Substance Use Highlights

- An LEA's SHARP Survey data showed declines in past-30-day vaping, marijuana use, and alcohol use, as well as a decline in high depressive symptoms

- An LEA's SHARP Survey data showed decreases between 2021 and 2025 in lifetime and 30-day alcohol use, marijuana use, vaping, and prescription drug misuse

Attendance Improvements

- An LEA's local data showed that chronic absenteeism decreased from 34% in 2023-2024 to 5.4% in 2025-2026
- An LEA's local data showed that consistent attendance increased from 80% in 2023-2024 to 85.3% in 2024-2025; 2025-2026 report card data were not yet available
- An LEA's local data showed an attendance rate of 85.25% for 2025-2026, representing a 17.85% increase from the previous school year
- Multiple LEAs reported meaningful attendance gains for students participating in Check & Connect or other individualized mentoring

Expanded School-Based Supports

- An LEA reported that two grant-supported elementary counselors served 1,546 students
- An LEA reported 2,446 mentoring visits, 1,093 communications, and 69 home visits for 190 students
- An LEA documented 2,086 wellness center visits; 85.9% of students reported feeling peaceful, content, or ready to return to learning within 10 minutes

Notable Successes

"Having access to [Tier 1 and Tier 2 prevention resources and curriculum] has been a useful tool for our administrative team to identify the actual concern, make a plan and intervention to target that concern, and have a program that is ready and easy to access. This has allowed us to keep kids in school, while still holding them accountable for their actions, and provide the proper support to try and change their behavior."

"Throughout the summer, teachers and administrators reached out to the district's facilitators in person, by email, and by text to share how meaningful the [Trust-Based Relational Intervention] training had been. Several participants described it as the best professional development they had received in their careers and said it had positively affected both their teaching and their personal lives. Staff is returning to school energized and excited to apply what they learned in their training."

After providing staff training on trauma-informed practices and self-regulation strategies, along with sensory regulation tools to support students with autism, one district shared:

“These resources have strengthened the district’s ability to provide proactive supports that help students feel safe, regulated, and successful at school.”

“The Block Prevention grant funding supported meaningful, measurable progress in school climate, student well-being, and family connection.”

“Students participating in the Check & Connect program experienced reductions in absences and behavioral incidents, along with improved academic engagement and stronger relationships with school staff.”

“Securing this funding was pivotal for our district...Thanks to these grant dollars, our educators received targeted training that enabled them to implement the new curriculum [bullying prevention and life skills] with confidence and high fidelity. As a direct result, our teachers were better equipped to meet diverse student needs, leading to increased student engagement in the classroom and noticeable improvements in student learning outcomes across our schools.”

Key Themes Across LEAs

1. Trusted adults matter. Mentoring, counseling, prevention specialists, school social workers, and school counselors were repeatedly identified as high-impact investments.
2. Prevention is strengthened by schoolwide implementation. LEAs reported benefits from implementing universal evidence-based programs supporting skill development.
3. Professional learning builds local capacity. Funds helped staff implement trauma-informed practices, strategies for connecting with students, PBIS, mentoring, suicide prevention, and life skills instruction.
4. Family and community engagement extend prevention. Parent education, resource libraries, outreach, mental health fairs, and community partnerships increased access to information and support.
5. Sustainability and evaluation remain priorities. LEAs expressed interest in continuing prevention personnel and programs while strengthening baseline measures, implementation tracking, dashboards, and technical assistance.

Overall Conclusion

FY26 Prevention Block Grant funds allowed participating LEAs to expand prevention infrastructure, increase access to trusted adults, strengthen life skills, support student

mental health, address substance use and attendance, and provide targeted help for students with elevated needs. LEAs reported measurable improvements in multiple locally selected outcomes and described meaningful student, staff, and family experiences that illustrate the value of sustained school-based prevention investments.

Data Interpretation Note

This aggregate report summarizes self-reported LEA responses from the first worksheet of the FY26 end-of-year report. LEAs used different measures, baselines, reporting periods, and program designs. Findings should not be combined into a single statewide rate or interpreted as proving that grant funding alone caused the reported changes.