

Statistical Appendices

for the R.E.M.O.D.E.L. Education Reform Plan

Prepared: December 23, 2025

Purpose. These appendices compile U.S. national statistics and research evidence that support the Plan’s mission to build safer, healthier, and more life-ready students through real-world skills, mental/emotional development, mentorship, and structured extracurricular learning.

How to use. You may insert these appendices into the Education Reform Plan as supporting material after the main narrative. Each appendix is written to stand alone and includes a short interpretation (“What this means for implementation”).

Data note. All figures are national (U.S.) estimates from the most recently published federal surveys or major national reports available as of August–September 2025. Local/state rates can differ materially; where possible, pair these national baselines with local indicators during implementation.

Appendix A. Demand for R.E.M.O.D.E.L. Courses and Extracurricular Supports

The R.E.M.O.D.E.L. Plan emphasizes technology-enabled personalization, real-world skills coursework, and mental/emotional development supported by mentorship and structured activities. The indicators below summarize national demand and adoption signals for these program components.

Table A1. National Demand & Adoption Indicators (Selected)

Program element (Plan-aligned)	Demand / adoption indicator (U.S. national)	Source (see References)
Afterschool / structured extracurricular programs	29.6 million children have parents who want afterschool programs; 22.6 million lack access (unmet demand).	Afterschool Alliance, America After 3PM (national fact sheet, 2025)
Personal finance / financial literacy (Real-World Skills)	68% of teens would likely take a financial literacy course if offered; only 31% report their school offers one. Also, 30 states require a personal finance course for high school graduation (as of Oct 2025).	Junior Achievement survey (2024); Next Gen Personal Finance state policy update (2025)
Career & Technical Education (CTE) and career exploration	85% of high school graduates took at least one CTE course (2019). Top areas: information technology (29%), human services (28%), business & marketing (21%).	NCES Condition of Education (CTE coursetaking, 2019)
Computer science / technology pathways	57.5% of public high schools offered foundational computer science nationally (2024). A 2025 national update reported 60% of high schools offer computer science, but only ~6.4% of students are enrolled.	Code.org State of CS Education (2024); Code.org 2025 release/summary
Social-emotional learning (SEL) and emotional intelligence	69% of parents say it's important for their child's school to have SEL programs/policies; 76% say teaching social skills (respect, empathy, perseverance) is important.	National PTA parent survey (2020)
School-based emotional/mental health	85% of parents expressed interest in emotional or	National PTA (2023); NCES School Pulse Panel / IES

supports	mental health support services. Separately, 58% of schools reported an increase in students seeking mental health services.	(2022–23)
Student support staffing capacity (counselors/psychologists)	National average student-to-school-counselor ratio: 376:1 (2023–24) vs. 250:1 recommended. School psychologist staffing often exceeds recommended 1:500 ratio; one national estimate cites ~1:1,211.	ASCA (2023–24); Council of State Governments summary (2023)

What this means for implementation. Demand indicators consistently show a gap between what families/students want (and what schools are being asked to deliver) and what is currently available—especially for afterschool programming, financial literacy, computer science pathways, and mental health supports. This gap supports a phased rollout strategy with high-need/low-access communities prioritized first.

Appendix B. National Baselines: Youth Mental Health, Substance Use, and School Safety

The following baseline indicators come from the CDC Youth Risk Behavior Survey (YRBS), a biennial national survey of U.S. high school students. These indicators help quantify the scale of challenges that curriculum, mentorship, counseling, and structured extracurricular programming aim to address.

Figure B1. Youth Mental Health Indicators (YRBS 2023)

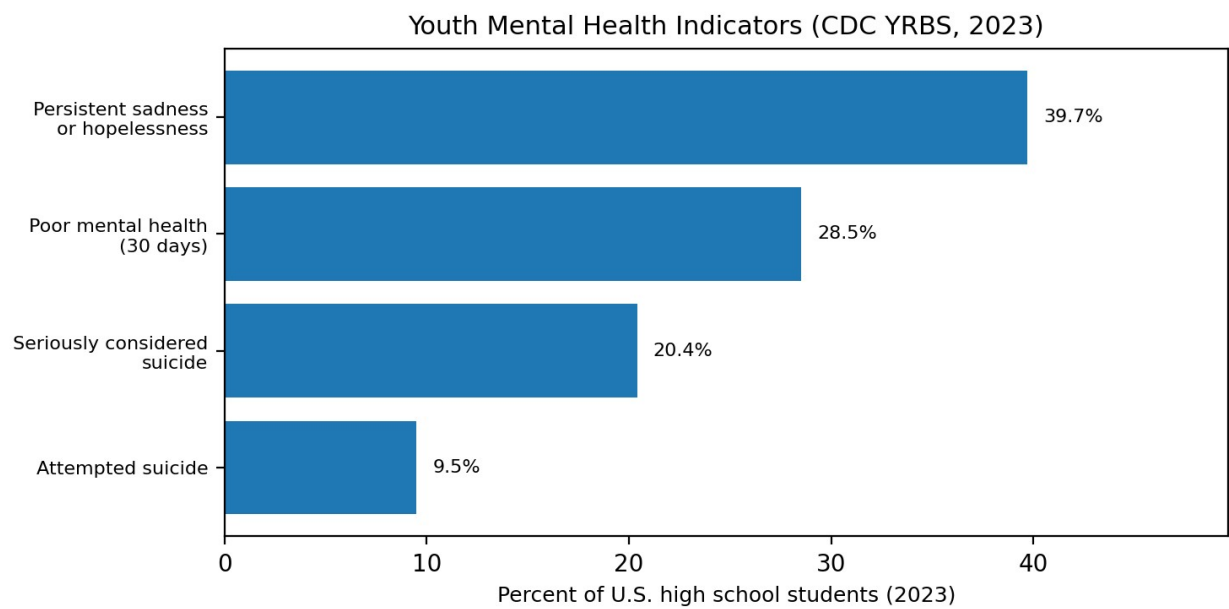


Table B1. Youth Mental Health & Safety Indicators (YRBS 2023)

Indicator	U.S. national estimate
Persistent feelings of sadness or hopelessness (past 12 months)	39.7%
Poor mental health (past 30 days)	28.5%
Seriously considered attempting suicide (past 12 months)	20.4%
Attempted suicide (past 12 months)	9.5%
Bullied on school property (past 12 months)	19.2%
Electronically bullied (past 12 months)	16.3%
Threatened or injured with a weapon at school (past 12 months)	9%
Missed school due to safety concerns (past 30 days)	13%
Ever physically forced to have sexual intercourse	8.6%
Experienced sexual violence by anyone (past 12 months)	11.4%

Figure B2. Youth Substance Use Indicators (YRBS 2023)

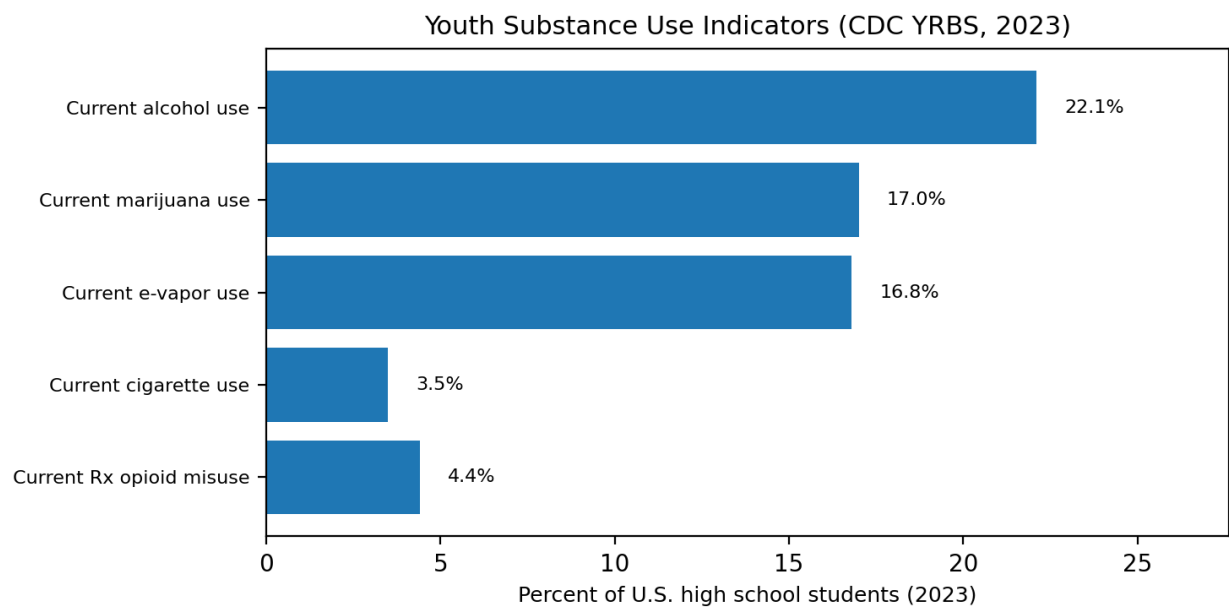
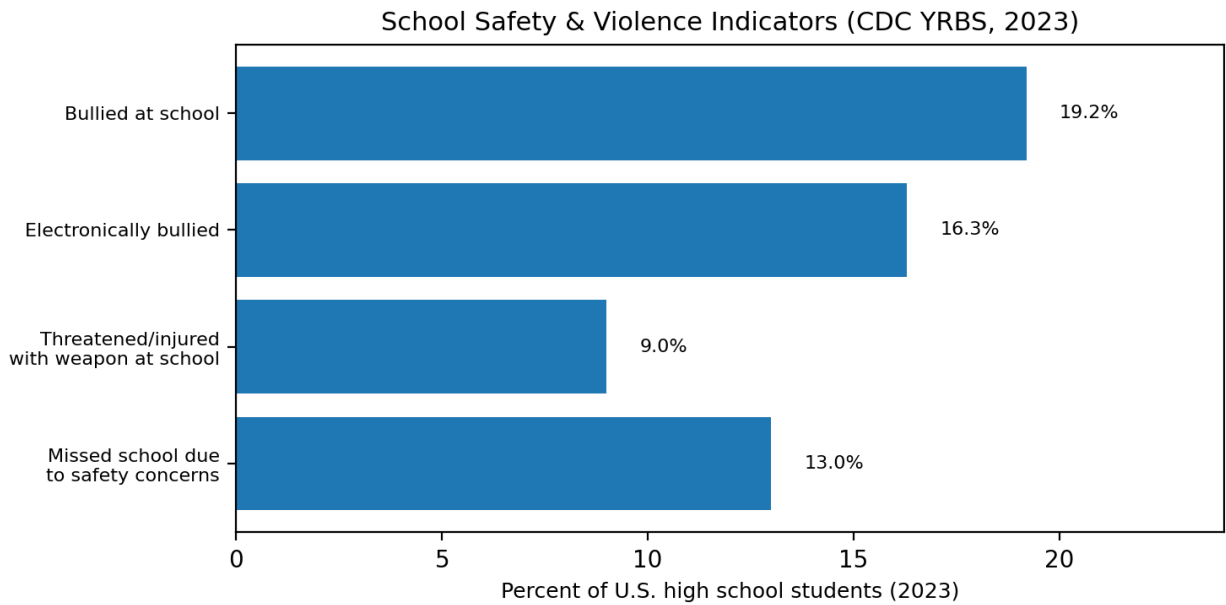


Table B2. Youth Substance Use Indicators (YRBS 2023)

Indicator	U.S. national estimate
Current alcohol use (past 30 days)	22.1%
Current marijuana use (past 30 days)	17.0%
Current electronic vapor product use (past 30 days)	16.8%
Current cigarette use (past 30 days)	3.5%
Current prescription opioid misuse (past 30 days)	4.4%

Figure B3. School Safety & Violence Indicators (YRBS 2023)



What this means for implementation. The baseline rates above imply that in a typical high school, a substantial share of students are experiencing mental health challenges, exposure to bullying/violence, and substance use. Programs that build emotional regulation, conflict de-escalation, mentorship, and supervised afterschool time should be evaluated against these baselines using local student surveys, disciplinary records, and health/safety indicators.

Appendix C. National Crime and Victimization Rates (U.S.)

These indicators provide context for the Plan’s emphasis on safety, mentorship, mental health supports, and skills that help students remain engaged in school and transition successfully to adulthood. Presented are both police-reported crime (FBI) and survey-based victimization (BJS NCVS) measures.

Table C1. National Crime & Victimization Indicators (Latest Available)

Measure	Latest U.S. estimate	Source (see References)
FBI (police-reported) violent crime rate	359.1 violent crimes per 100,000 inhabitants (2024); down from 379.5 (2023)	FBI UCR Summary of Reported Crimes in the Nation, 2024 (released Aug 2025)
FBI (police-reported) violent crime trend	Violent crime decreased 4.5% from 2023 to 2024; murder decreased 14.9%	FBI UCR Summary of Reported Crimes in the Nation, 2024
BJS NCVS violent victimization rate	23.3 victimizations per 1,000 persons age 12+ in 2024 (similar to 2023)	BJS Criminal Victimization, 2024 (published Sep 2025)
BJS NCVS youth violent victimization (ages 12–17)	1.95% of ages 12–17 experienced ≥ 1 violent crime in 2024 (vs. 1.45% in 2023)	BJS Criminal Victimization, 2024 (highlights)

Interpretation. Nationally, violent crime and murders declined in the most recent FBI estimates, while the NCVS victimization rate remained relatively stable. Even when macro-level rates decline, youth-serving institutions still confront substantial exposure to violence, bullying, and mental health needs—highlighting the importance of prevention and protective factors at the school/community level.

Appendix D. Evidence: How Education and Structured Programs Reduce Crime, Substance Use, and Violence

This appendix summarizes selected research findings that connect education and evidence-based youth programs to reductions in crime, violence, and substance use (or related risk behaviors). These findings support the Plan’s core thesis: improving skills, connection, supervision, and emotional regulation can reduce harmful outcomes and improve life trajectories.

Table D1. Selected Evidence Linking Education/Youth Programs to Reduced Harm

Program / lever	Key research finding (summary)	Primary outcome(s)	Implementation notes	Source (see References)
Increase educational attainment (keeping youth in school; preventing dropout)	Econometric evidence suggests schooling reduces incarceration. One estimate found completing high school reduces the probability of incarceration by ~0.76 percentage points. Another analysis reported that one additional year of schooling reduces imprisonment by ~0.1 percentage points for whites and ~0.3–0.5 points for Blacks.	Crime reduction / fewer incarcerations	Effects are estimated using instrumental-variable approaches; results reflect population-level impacts.	Lochner & Moretti (NBER working paper); Lochner & Moretti (2004)
High-quality early childhood education (Pre-K)	Long-term follow-up from the Perry Preschool study	Reduced crime involvement across the life course	Evidence from a randomized controlled trial with long-term	High/Scope Perry Preschool Study (age-40 summary)

	found fewer lifetime arrests among participants: 36% vs 55% arrested 5+ times; fewer arrests for violent crimes (32% vs 48%), property crimes (36% vs 58%), and drug crimes (14% vs 34%).		follow-up; results demonstrate preventive benefits beyond academics.	
Universal school-based violence prevention / SEL-type programs	A systematic review of universal school-based programs found a median 15.0% relative reduction in violent behavior (all grades combined). For high school-level programs, the median relative reduction was 29.2%.	Reduced violent behavior; improved conflict resolution	These programs commonly teach emotional regulation, social problem solving, conflict resolution, and teamwork—aligned with EQ and de-escalation components of the Plan.	Community Guide (Community Preventive Services Task Force)
Evidence-based afterschool programs (SAFE model)	Afterschool programs that follow evidence-based practices (SAFE) are associated with significant reductions in conduct problems and drug use, and increases in academic achievement, grades, and school attendance.	Reduced risky behavior; increased protective factors	Key mechanism: supervised time plus skill-building and consistent adult relationships.	Durlak & Weissberg (evidence-based afterschool practices)

What this means for implementation. The evidence base indicates that prevention is multi-layered: (1) early, high-quality education can reduce later criminal involvement; (2) keeping students engaged through relevant coursework and pathways can reduce dropout-related risk; (3) school-based SEL/violence-prevention and afterschool programs can reduce violent behavior and drug use while improving academic outcomes. The Plan's integrated approach (real-world skills + mental training + mentorship + structured extracurriculars) is consistent with these mechanisms.

Appendix E. Practical Measurement: Suggested KPIs for Pilots and Scale-Up

To demonstrate impact, pilot sites should track a small set of clear, comparable indicators over time. The KPIs below are aligned with the Plan's core components and with the national baselines included in Appendices B–C.

Table E1. Plan Components → Mechanisms → Example KPIs

Plan component	How it reduces risk (mechanism)	Example KPIs (site-level)
Personalized learning via technology (adaptive software, individualized pacing)	Improves academic mastery and engagement; can reduce frustration and disengagement that contribute to dropout risk.	Academic growth (benchmark assessments), attendance/chronic absenteeism, course completion
Real-world skills / Adult Sciences (financial literacy, job readiness, basic life skills)	Increases perceived relevance of school and supports smoother transition to work/adulthood; can reduce dropout and economic stressors linked to crime risk.	Enrollment/completion of real-world modules; graduation rate; postsecondary/training enrollment; employment/earnings (long-term)
Mentorship model (peer-to-peer and older mentors)	Strengthens school connectedness and pro-social bonding; provides early identification of risk and pro-social modeling.	Student connectedness survey, disciplinary incidents, bullying reports, referrals to counseling
Mental training / emotional intelligence curriculum; access to counseling/psychology support	Builds emotional regulation and conflict resolution; reduces aggression and improves coping; supports early intervention for substance use and mental health concerns.	Screening/referral follow-through, behavioral incidents, self-reported coping skills, YRBS-aligned student survey items
Structured extracurriculars (afterschool programs, sports, martial arts, arts)	Provides supervised time during high-risk hours; strengthens adult relationships, teamwork, and self-discipline; evidence shows reduced conduct problems and drug use in evidence-based models.	Afterschool participation rates, attendance, disciplinary incidents during afterschool hours, student-reported skills
Legal studies (consequences of violence/bullying; civic decision-making)	Clarifies consequences and builds civic knowledge; can support deterrence and responsible decision-making when paired with social-	Knowledge assessments; reductions in bullying/violence incidents; school climate survey

	emotional skills and supportive relationships.	
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Minimum recommended KPI set (for year-1 dashboards)

- Attendance and chronic absenteeism (monthly).
- Behavioral incidents (fights, bullying referrals, suspensions) and time/location patterns (during/after school).
- Student-reported school connectedness and perceived safety (short survey, 2× per year).
- Enrollment and completion rates for real-world skills modules and extracurricular participation.
- Counseling/mentorship utilization and referral completion (with privacy safeguards).
- YRBS-aligned self-reported substance use and mental health indicators (optional, anonymous, and with required permissions).

Note on privacy. Mental health and substance-use measurement should be designed with legal and ethical safeguards (consent, anonymization, and appropriate reporting protocols). The goal is to track population-level change and service access—not to stigmatize individual students.

Appendix F. References (Selected)

- Afterschool Alliance. (2025). America After 3PM: National fact sheet and related briefs (Lost Opportunity: Afterschool in Demand, But Out of Reach for Many).
- American School Counselor Association (ASCA). (2024). Student-to-school-counselor ratio (2023–2024).
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- Junior Achievement USA. (2024). Teens and Personal Finance Survey (national findings).
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