

GREENLIGHTS GRANT INITIATIVE

A PROJECT OF THE JUST KEEP LIVIN FOUNDATION

Department of Justice School Safety Grants

February 6, 2024

Stacy Ruble, MS, GPC, River City Grants



MCALLISTER
& QUINN



salesforce

Meet Your Facilitator



Stacy Ruble, MS, GPC
Owner
River City Grants

- ❖ Has been writing and reviewing federal, state, and foundation grants since 1995. Has had her own grant consulting business since 2011.
- ❖ Specializes in federal grants specifically in the justice, human services, and mental health fields.
- ❖ Previously served as the V-STOP Grant Administrator for the Commonwealth of Virginia and as a grants manager and writer for two statewide nonprofits.
- ❖ Holds a Grant Professional Credential from the national Grant Professional Certification Institute.

What We Will Cover:

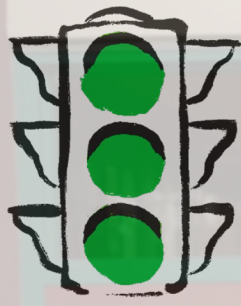
Summary

- ✓ **Three Department of Justice (DOJ) Grants Related to School Safety**
 - ✓ Overall Intent of Each Grant
 - ✓ Specific Requirements
 - ✓ Priorities for Each
 - ✓ What are Budget Considerations
 - ✓ How to Prepare

NOTE: Information provided is based on the FY2023 Notice of Funding Opportunities. Future iterations are subject to change.

Acronyms

- ❖ **DOJ – Department of Justice**
- ❖ **BJA – Bureau of Justice Assistance**
- ❖ **OJJDP – Office of Juvenile Justice and Delinquency Prevention**
- ❖ **COPS – (Office of) Community Oriented Policing Services**
- ❖ **OJP – Office of Justice Programs**
- ❖ **NOFO – Notice of Funding Opportunity**
- ❖ **MOU – Memorandum of Understanding**



GREENLIGHTS

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A PROJECT OF THE JUST KEEP LIVIN FOUNDATION

A large group of diverse students and a man standing in front of a school building. The man is in the center, wearing a white shirt, and is holding a young boy. The students are of various ages and ethnicities, some wearing 'just keep livin' FOUNDATION GRADUATE' hoodies. The background is a school building with large windows.

Comparing the Three Grant Programs

BJA Stop School Violence Program	OJJDP Enhancing School Capacity to Address Youth Violence	COPS School Violence Prevention Program
\$1,000,000 total	\$1,000,000 total	\$500,000 total
3-year period of performance	3-year period of performance	3-year period of performance
75 awards	22 awards	235 awards
No match	No match	25% cash match
Equity priority	Equity priority	Gun violence priority
Grant	Cooperative agreement	Grant

Please Note:

Applicants must ensure that the project being proposed meets the purposes of COPS Office funding under this statute. The Bureau of Justice Assistance (BJA) and the Office of Juvenile Justice and Delinquency Program (OJJDP) also provide grants under STOP Act funding.

Those programs fund different purpose areas and project types from COPS funding.

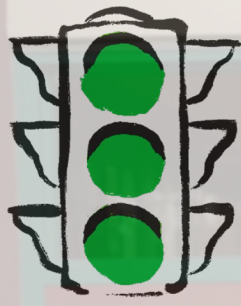
Applicants may submit applications for both COPS Office and BJA or OJJDP funding, but the applications cannot be duplicates – the proposals must fund distinct projects, different items, and must be responsive to the solicitation being applied to.

Requirements for All Three Programs

- ❖ **Use of Trauma-informed approaches**
- ❖ **Using evidence-based practices**
- ❖ **Having partnerships**

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BJA Preventing School Violence: BJA's STOP School Violence Program

Overall Intent

BJA seeks to increase school safety by implementing training that will improve school climate using school-based behavioral threat assessments and/or intervention teams to identify school violence risks among students, technological solutions shown to increase school safety such as anonymous reporting technology, and other school safety strategies that assist in preventing violence.

Goal and Objective

GOAL: The goal of this program is to prevent and reduce school violence including violence committed with firearms.

OBJECTIVE: The program's objectives are to increase school safety using evidence-based solutions to prevent violence against schools, staff, and students and ensure a positive school climate. Applicants should also be mindful of the potential to cause or exacerbate trauma for some students and should use a trauma-informed approach when implementing program activities to help mitigate this concern.

Specific Area #1

These are not in order of preference or importance

Develop and operate technology solutions such as anonymous reporting systems (ARS) for threats of school violence, including mobile telephone applications, hotlines, websites, or other school safety technology solutions, for accurate identification of danger (without resorting to discriminatory stereotypes or violating privacy) or other technology solutions shown to improve school safety.

Applicants will demonstrate in their applications or with **attached letters of support or memorandums of understanding (MOUs)** that they have the support of relevant team partners, including local law enforcement. Applicants should also discuss how this system **will not duplicate** but complement existing ARS systems in the jurisdiction or state. Applicants will need to detail how the data collected through this system is **handled, secured, and shared** and review data to ensure there is **no disparate impact** based on race, ethnicity, or disability in outcomes.

Specific Area #2

Develop and implement multidisciplinary behavioral threat assessment (BTA) and/or intervention teams. BTA and/or intervention teams must be multidisciplinary and **should coordinate with law enforcement agencies, behavioral health specialists, community stakeholders, and school personnel.**

Applicants should demonstrate in their applications or with **attached letters of support or MOUs** that they have the support of relevant team partners. BTA must be done in conjunction with a ***research partner or evaluator*** who can track data pertaining to the use of BTA, the demographic characteristics of those who undergo assessments, and the referral results of those assessments; document services provided after each assessment; and review data and evaluations to ensure that follow-up services are provided and that there is no disparate impact based on race, ethnicity, or disability.

Specific Area #3

Train school personnel and educate students on preventing school violence, including strategies to improve a school climate. This includes training for school officials on intervening and responding to individuals in **mental health crises, social emotional learning, anti-bullying prevention, suicide prevention, and other evidence-based programs** that may improve school climate.

When proposing training, states, schools, and school districts should also **consider training developed for and provided to different audiences**. In addition to teachers, school administrator training on psychological and physical safety should be considered. Attorneys working for the school district or state education agencies, for example, may be providing advice on safety situations without any specialized safety training. **Partners such as youth-serving organizations and law enforcement officers can also be trained in the same school safety,** so the messages are reinforced throughout the community.

Proposals should include plans for **ongoing training**. This will ensure that high quality plans are implemented with attention to continuous improvement. School safety concepts and plans cannot be learned in one 6-hour training.

Specific Area #3 continued

Coaching throughout implementation can help personnel focus on mitigating any unintended harmful consequences such as bias and student rights violations.

Applicants are also encouraged to **include students** in their school safety initiatives. Examples include forming safety clubs, holding listening sessions with student councils, having students develop promotional materials, and participating in planning with students.

Applicants may also consider the **development and implementation of educational campaigns** such as safe storage campaigns that teach caregivers how to safely store firearms. Applicants are encouraged to develop campaigns that are **built in partnership with community organizations and youth and that increase buy-in from caregivers**. For guidance on allowable costs, please refer to the budget section of this notice.

Specific Area #4

Provide specialized training or create specialized non-training policies for law enforcement who work in schools and/or with school-age populations such as school resource officers (SROs) and probation officers. Such training should include the basics of mental health awareness, conflict resolution, mediation, restorative justice principles and practices, problem solving, mentoring principles, crisis intervention, youth development, implications of trauma and trauma-informed interaction with youth, basic classroom instruction and expectations, integrated response training with mental health and school psychologists, family and parent engagement, and appropriate use of information.

NOTE: Additional training topics are listed in the FY2023 NOFO pages 9-10

Specific Area #4 continued

Non-training activities may include:

- ❖ **Policy development specific to law enforcement**, including on the appropriate use of force, response protocols, and parameters and limitations of the law enforcement role in educational settings.
- ❖ Policy development and training to identify school disciplinary issues (which should be handled by teachers or school administrators) and situations **where law enforcement may be necessary** to protect physical safety.
- ❖ Policy development regarding the **limited circumstances in which arrest is necessary**, to include support for diversion.

Specific Area #5

Hiring school support personnel such as climate specialists, school psychologists, school social workers, school-based violence interrupters, and others directly supporting the prevention of school violence. These hires can work independently in the school or as part of an SRO co-responder model.

Applicants proposing to hire staff as outlined in this section must state in their applications what steps they will take **to sustain the position(s) when grant funds are exhausted**. Mechanisms to support dedicated staff time (additional compensation) for **staff training, hiring a full-time safety coordinator, and setting aside time for implementation and sustainability planning** should be included in the application.

Specific Area #5

An innovative focus on **staff retention and fostering resilience during staff transitions** should also be considered. Applicants should also **identify the specific training that new hires will receive**, or may have already completed prior to being hired, to ensure readiness to work with children who comprise the school-age population, such as the trainings identified in Section 4.

By statute, funds may not be used to hire new SROs but may be used to pay overtime to existing SROs who are performing duties as part of a grant that are **outside the scope of their normal job duties**.

Other Requirements

- ❖ Implementation strategies, policies, and protocols address critical issues such as student privacy, data security, race, national origin, disability, religion, and sex-based discrimination and bias.
- ❖ Ensure that community stakeholders are a part of the planning process
- ❖ Interventions are trauma informed as well as informed by child and adolescent development.
- ❖ OJP strongly encourages the use of data and evidence in policymaking and program development for criminal justice, juvenile justice, and crime victim services.

The OJP [CrimeSolutions.ojp.gov](https://www.crimesolutions.ojp.gov) website is one resource that applicants may use to find information about evidence-based programs in criminal justice, juvenile justice, and crime victim services.

Priority Area #1A

E.O. Advancing Racial Equity and Support for Underserved Communities Through the Federal Government

Applications that propose project(s) that are designed to promote racial equity and the removal of barriers to access and opportunity for communities that have been historically underserved, marginalized, and adversely affected by inequality.

To receive this consideration, the applicant must describe how the proposed project(s) will address potential racial inequities and contribute to greater access to services and opportunities for communities that have been historically underserved, marginalized, and adversely affected by inequality, and identify how the project design and implementation will specifically incorporate the input or participation of those communities and populations disproportionately impacted by crime, violence, and the criminal justice system overall.

Examples addressing this requirement include, but are not limited to, the following: budgeted project planning and/or implementation meetings with community stakeholders representing historically underserved and marginalized communities; outreach and/or public awareness campaigns specifically tailored to historically underserved and marginalized communities to encourage participation in the proposed project(s); budgeted incorporation of members representing historically underserved and marginalized communities in program evaluation, surveys, or other means of project feedback; and partnership with organizations that primarily serve communities that have been historically underserved, marginalized, and adversely affected by inequality.

Priority Area #1B

E.O. Advancing Racial Equity and Support for Underserved Communities Through the Federal Government

Applicants that demonstrate that their capabilities and competencies for implementing their proposed project(s) are enhanced because they (or at least one proposed subrecipient that will receive **at least 40%** of the requested award funding, as demonstrated in the Budget Web-Based Form) identify as a *culturally specific organization*.

To receive this additional priority consideration, applicants must describe how being a culturally specific organization (or funding the culturally specific subrecipient organization(s)) will enhance their ability to implement the proposed project(s) and should also specify which populations are intended or expected to be served or to have their needs addressed under the proposed project (s).

Culturally specific organizations are defined for the purposes of this solicitation as private nonprofit or tribal organizations whose primary purpose is to provide culturally specific services to racial and ethnic groups.

NOTE: Rural is not a culturally specific designation.

Priority Area #2

E.O. Advancing Effective, Accountable Policing and Criminal Justice Practices to Enhance Public Trust and Public Safety

For the purposes of this solicitation, OJP will provide priority consideration for the following items, for which DOJ has already issued policies, guidance, and/or best practices:

- ❖ Participation in the collection and reporting to DOJ of data on law enforcement use of force and deaths in custody.
- ❖ Participation in the collection and reporting to DOJ of data on officer suicides and officers killed and assaulted.
- ❖ Restrictions on unannounced entries and neck/carotid restraints.
- ❖ Restrictions on the possession and use of militarized equipment.

To receive this consideration, the applicant must describe how they currently support one or more of the identified policy areas or how the proposed project(s) will address one or more of the identified policy areas.

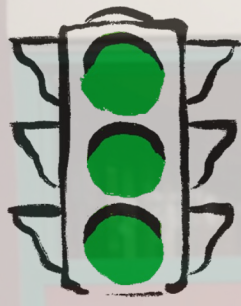
Budget Considerations

Allowable and unallowable costs

- ❖ Applicants should budget travel/lodging expenses for one visit to the Washington, DC, area to meet with federal officials and/or take part in a BJA-sponsored grantee meeting as directed. It is expected that this meeting would be for a minimum of 2 days and 1 night, for at least one representative from the project. Additional attendees may attend, with a maximum of three.
- ❖ Trinkets (items such as hats, mugs, portfolios, t-shirts, coins, gift bags, etc., regardless of whether they include the project name or OJP office logo) must not be purchased with DOJ funds as giveaways.
- ❖ Basic supplies that are necessary for use during an event (e.g., folders, name tags) may be purchased.
- ❖ Generally, stipends are considered unallowable costs for BJA grants; however, given the nature of the grantees under this program, for the purpose of the use of stipends in lieu of overtime for staff personnel, stipends could be permissible for allowable activities. Justification related to the hourly rate and time commitment must be provided and should be classified as personnel costs.

How to Prepare for BJA

- ❖ Review the FY2023 NOFO
- ❖ Identify partners and begin discussing letters of support or MOUs. Law enforcement should be a partner. Consider local behavioral health organizations as partners.
- ❖ Collect letters of support from schools that will be part of the project if they are not the applicant.
- ❖ Collect data to support the need for your project – e.g. disciplinary events numbers, problems with bullying, presence of guns; community environment e.g. gangs, drug use, gun violence.
- ❖ Determine if you will try to get priority consideration. If you are, identify concrete ways you will address the priority.
- ❖ Develop a list of deliverables – what will the result be of your grant, e.g. policies, trainings, campaign, new partnerships, etc.
- ❖ Collect resumes of key personnel.



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OJJDP Enhancing School Capacity to Address Youth Violence

Overall Intent

OJJDP seeks to support targeted efforts to address youth violence through implementing evidence-based prevention and intervention efforts in a school-based setting (K–12th grade only).

The goals of the program are to

- (1) reduce the incidence of school violence through improved school safety and climate and
- (2) prevent youth violence, delinquency, and victimization in the targeted community.

Required Partnerships

Applicants must describe how their proposed project/program will integrate and sustain meaningful youth and family partnerships into their project plan and budget. Depending on the nature of an applicant's proposed project, youth and family partnership could consist of one or more of the following:

- ❖ Individual-level partnership in case planning and direct service delivery (before, during, and after contact with youth-serving systems).
- ❖ Agency-level partnership (e.g., in policy, practice, and program development, implementation, and evaluation; staffing; advisory bodies; budget development).
- ❖ System-level partnership (e.g., in strategic planning activities, system improvement initiatives, advocacy strategies, reform efforts).

Multidisciplinary Multiagency Team Requirement

Applicants must propose and undertake their work through a multidisciplinary, multiagency team of stakeholders. This can be an existing collaborative group or one that is formed specifically for this project.

At a minimum, stakeholders should include representation from the Local Education Agency (LEA) where the initiative is taking place, as well as relevant community-based organizations (CBOs) that support the identified “backpack” of services to be provided.

In addition to educators, this multidisciplinary team could include mental health, child welfare and social services, youth-serving community organizations, county/local public sector leadership, courts/probation, and law enforcement.

The collaborative group must include youth/student engagement and participation as well as family/parent/caregiver representation.

MOU(s)

For the purposes of the service network, applicants should submit a draft or fully executed MOU or analogous document for all identified CBOs included in the service network as part of the original application will receive priority consideration. This fully executed MOU must be signed and dated by both the LEA (i.e., board of education chairperson, superintendent, or school principal) and the CBO representative(s) who will be providing “backpack” supports for the project as part of the service network.

Specific Components - Required

Funding from this solicitation must support the following components for project sites:

- ❖ A **local coordinator** to lead the project, support the development of any needed MOUs, host regular meetings, and ensure that each involved agency and school identifies a dedicated liaison to the initiative.
- ❖ Development or expansion of violence prevention/reduction strategies to be implemented by CBOs that provide the target youth population with **service “backpacks.”** These services should:
 - Be **individualized** to the particular student.
 - Engage the **family** as a critical change agent.
 - Include an **intensive case management** approach delivered by a CBO that connects youth and families with the existing network of services to meet the needs of the individual youth. This includes addressing access to service issues. We know that if the basic needs of the students are not met, they will show up in the classroom in a behavioral way.

Specific Components - Optional

In addition to the above components (not instead of), funding may also support prevention strategies for all students at target schools that help to supplement the interventions for the target youth population and build a positive school climate.

For example, this program may be used to fund positions such as community resource navigators within CBOs that work with students and families who help identify needed services, and then for the provision of those direct services.

Goal and Objectives

GOAL: The goal of this initiative is to support the development and expansion of strategies that increase school safety and promote a positive and supportive school climate by preventing and reducing school violence.

OBJECTIVES:

OJJDP has identified the following specific program objectives:

- ❖ Improve school capacity to prevent and intervene early to incidents of violence.
- ❖ Enhance and expand partnerships between school systems and community-based organizations to address school violence.
- ❖ Expand opportunities for family engagement with school personnel to mutually address risk factors for violence.
- ❖ Improve communication between home and school to enhance protective factors for student success.

Deliverables

Project sites must address the following deliverables in their application as part of their project design and implementation:

- ❖ Develop a school safety strategic plan that is informed by available local data and existing plans. This strategic plan is to be submitted within 9 months of the date of the award and should be comprehensive and updated annually as a key deliverable.
- ❖ Identify a service network of CBOs that have experience in operating violence prevention and early intervention programs with youth and families. This network will offer a bridge between families and the identified school to prevent and reduce violence.
- ❖ Develop program strategies that provide the target youth population with service “backpacks” that are individualized to the particular student and engage the family as a critical change agent for the student.

NOTE: There are links to many resources on pages 12-13 of the FY2023 NOFO

Priority Area #1A

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Priority Area #1B

E.O. Advancing Racial Equity and Support for Underserved Communities Through the Federal Government

Applicants that demonstrate that their capabilities and competencies for implementing their proposed project(s) are enhanced because they (or at least one proposed subrecipient that will receive **at least 40%** of the requested award funding, as demonstrated in the Budget Web-Based Form) identify as a *culturally specific organization*.

To receive this additional priority consideration, applicants must describe how being a culturally specific organization (or funding the culturally specific subrecipient organization(s)) will enhance their ability to implement the proposed project(s) and should also specify which populations are intended or expected to be served or to have their needs addressed under the proposed project (s).

Culturally specific organizations are defined for the purposes of this solicitation as private nonprofit or tribal organizations whose primary purpose as a whole is to provide culturally specific services to racial and ethnic groups.

NOTE: Rural is not a culturally specific designation.

Budget Considerations

Allowable and unallowable costs

Travel

Successful applicants are expected to participate in an up to 3-day cross-site grantee meeting in **each year** of the project and should budget for as many as three representatives to travel to attend these meetings.

Food and Entertainment

Food and entertainment, including amusement, diversion, social activities, and any associated costs (i.e., tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities) are unallowable. Certain exceptions may apply when such costs have a programmatic purpose and have been approved by the awarding agency.

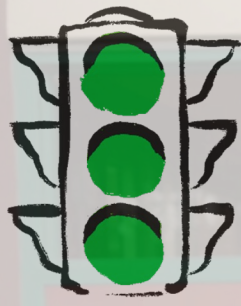
[See Section 3.13 of the DOJ Financial Guide.](#)

Incentives

Incentive means a monetary payment or any other form of compensation given to the youth participants. Incentives are not allowable per this solicitation.

How to Prepare for OJJDP

- ❖ Read the FY2023 NOFO
- ❖ Identify partners and begin discussing MOUs. Need to partner with multiple CBOs – all who are providing services in the “backpacks”.
- ❖ Collect data to support the need for your project - e.g. disciplinary events size and scope and effects having on the target population and community. This includes citing published and unpublished research literature and studies on school-aged youth exposed to violence, juvenile delinquency, youth violence, crime prevention.
- ❖ Determine how you will complete the deliverables
- ❖ Determine if you will try get priority consideration. If you are, identify **concrete** ways you will address the priorities.
- ❖ Create a plan for how you will meaningfully and sustainably integrate youth and family partnership into your proposed project.
- ❖ Collect resumes of key personnel.
- ❖ Attend the pre-application webinar once the FY2024 NOFO is released.

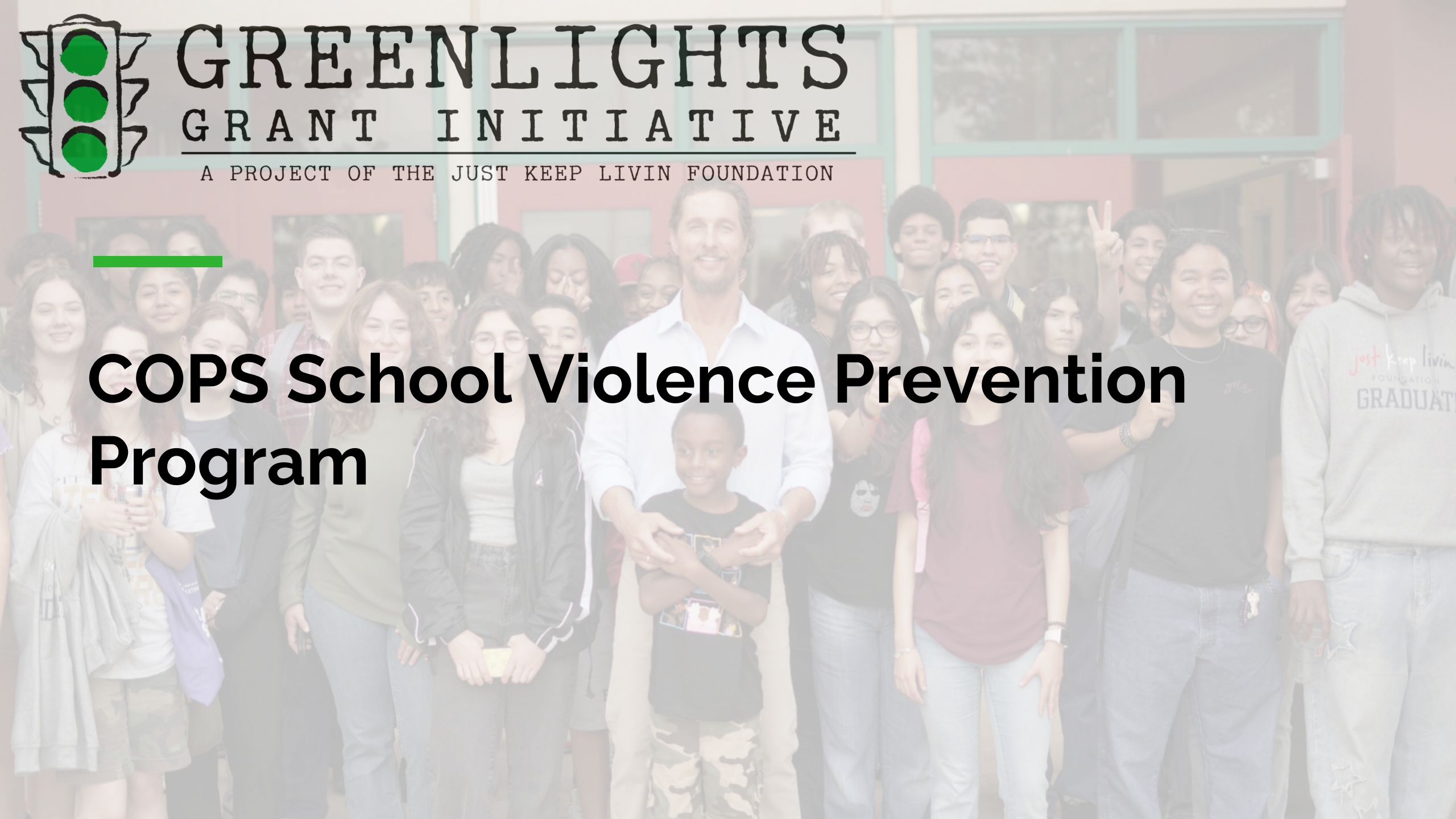


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A PROJECT OF THE JUST KEEP LIVIN FOUNDATION

COPS School Violence Prevention Program



Overall Intent

The goal of the School Violence Prevention Program (SVPP) is to improve security at schools and on school grounds through the implementation of evidence-based school safety programs and technology.

SVPP awards will contribute to this goal by funding projects which include funding of civilian personnel to serve as coordinators with local law enforcement, training for local law enforcement officers, purchase and installation of certain allowable equipment and technology, and other measures to significantly improve school security.

Anticipated Outcomes

Anticipated outcomes of SVPP awards include:

- ❖ Improved information sharing with local law enforcement;
- ❖ Increased interaction and improved communications between law enforcement and school officials;
- ❖ Reduced notification times to law enforcement;
- ❖ Improved response time to threats and events;
- ❖ Accurate identification of danger and follow-up;
- ❖ Increased knowledge of and use of community policing principles; and
- ❖ Increased school safety and sustainability planning efforts.

All these outcomes should be achieved without resorting to discriminatory stereotypes or violating privacy.

Comprehensive School Safety Planning

Should include all these elements

- ❖ **Maintaining effective ongoing communication, coordination, and partnerships** with all of those involved in school safety efforts within a jurisdiction to ensure accountability and monitor both effectiveness and compliance with all applicable requirements, including privacy and civil rights laws.
- ❖ **Site and risk assessments** that examine the overall safety, accessibility and emergency preparedness of school buildings and grounds and improve jurisdictions' understanding of the likelihood of specific threats or hazards. For assistance, see REMS Site Assess App, an application developed by the REMS TA Center to assist agencies in conducting site assessments, which can be found at online app stores.
<https://rems.ed.gov/SITEASSESS.aspx>
 - ❖ Educational Facilities Vulnerability/Hazard Assessment Checklist,
https://rems.ed.gov/Docs/ACEF_ED_Facilitiesvulnerability-Hazardchecklist.Pdf;
 - ❖ A Guide to School Vulnerability Assessments: Key Principles for Safe Schools,
<https://files.eric.ed.gov/fulltext/ED515952.pdf>.

Comprehensive School Safety Planning

Continued

- ❖ **Coordinated emergency operations plans** that are developed in partnership with first responders (law enforcement, fire officials, and emergency medical services personnel), mental health entities, and community partners. For assistance see Guide for Developing High-Quality School Emergency Operations Plans, https://rems.ed.gov/docs/rems_k12_guide_508.pdf.
- ❖ Specific efforts, programs and policies designed to ensure **positive school climates** including the physical, social, and emotional elements that this entails. For assistance, see Department of Education School Climate Surveys (EDSCLS) <https://safesupportivelearning.ed.gov/edscls>.
- ❖ **Routine training and drills** to ensure that plans are coordinated and effectively implemented. For assistance, see FEMA Toolkit Conducting Exercises and Drills, <https://training.fema.gov/programs/emischool/el361toolkit/conductingexercisesdrills.htm>.
- ❖ **Regular updating and review** of planning efforts.

NOTE: Additional resources are listed on page 6 of the FY2023 NOFO

Safety Technology Considerations

Consider the following items before acquiring and deploying school safety technology:

- ❖ A positive school climate is paramount for learning; technology should not create a punitive or prison-like atmosphere, rely on discriminatory stereotypes or violate student privacy, or generate additional fears or traumatize students who may already be living in an unsafe environment.
- ❖ Technology cannot compensate for inherent building design weaknesses.
- ❖ Without training, technology can prove ineffective.
- ❖ Without the appropriate culture, technology can be circumvented.
- ❖ Technology may evolve rapidly (and so does the software that may accompany it); consideration must be given to replacement, maintenance, and repair costs.
- ❖ Long-term support for the technology is a key factor.
- ❖ Technology selection should focus on addressing a specified problem.

Requirements

Pre-Award: Each application shall be accompanied by an assurance that the application was prepared after consultation with individuals not limited to law enforcement officers (including licensed mental health professionals, social workers, students, parents, school violence researchers/academics (if practical), teachers, principals, and other school personnel) to ensure that the improvements to be funded under the grant are consistent with a comprehensive approach to preventing school violence including being protective of student privacy and ensuring that students are not discriminated against on the basis of race, national origin, disability, religion, or sex, and individualized to the needs of each school at which those improvements are to be made.

Post-Award: As a condition of funding, if awarded, recipients must conduct comprehensive school safety assessments during the grant award period for all schools involved in the project. These assessments must inform the measures necessary to improve school safety and ensure a safe and positive learning environment for students free of discrimination and protective of student privacy.

Letters of Support

Letters of support are required from major partners and other significant stakeholders when a proposed project involves coordination with another jurisdiction or agency (city, county, law enforcement agency, school district, etc.).

Letters of support should confirm major partners or significant stakeholders planned involvement and support of the project. Letters of support should be separate from the proposal narrative. If an applicant submits multiple versions of the same document, the COPS Office will review only the most recent system validated version submitted.

Out of Scope Activities for COPS

Train school personnel and educate students on preventing student violence against others and themselves. Develop and operate technology solutions, such as anonymous reporting systems for threats of school violence, including mobile telephone applications, hotlines, and internet websites.

Develop and operate:

- ❖ School threat assessment and intervention teams that may include coordination with law enforcement agencies and school personnel
- ❖ Specialized training for school officials in responding to mental health crises

Support any other measure that, in the determination of the Director, may provide a significant improvement in training, threat assessments and reporting, and violence prevention.

NOTE: These can be funded under BJA.

Priority

Gun Violence: Applicants that propose projects using Community Violence Intervention (CVI) strategies to address high rates of gun violence, firearms seizures, and gun-related incidents on school grounds will be given priority consideration.

These proposals must fit within the purpose areas for SVPP.

Examples could include improved communication among schools, community stakeholders, and law enforcement to promote wraparound services and other supports for students, or training for law enforcement on CVI approaches such as in trauma-informed care.

The COPS Office will also provide priority consideration to applicants who were not funded recently under the SVPP program.

Budget Considerations

Match (cost share)

There is a 25% cash cost share requirement for this grant. It must be CASH, not in-kind. Examples of cash match are:

- ❖ Non-federal asset forfeitures funds (subject to approval from the state or local oversight agency)
- ❖ Funds from state or local governments that are committed to matching funds for your program
- ❖ Funds from federal programs whose statutes specifically authorize their use as matching funds (there are not many of these)

You can request a waiver, but it is not automatic: During the application review process, your agency's waiver request will be evaluated based on the availability of funding, a demonstration of severe fiscal distress as supported by the fiscal health data provided in this application, and comparison of your fiscal health data with that of the overall SVPP applicant pool. Local match waivers are not guaranteed, and applicants should plan accordingly.

Budget Considerations

Allowable costs

- ❖ Civilian/non-sworn positions (such as project coordinators, project managers, technology managers, emergency management coordinators, or trainers) plus fringe
- ❖ Equipment valued at \$5000 or more, this includes technology (examples listed on page 12-13. Note items on the list that are less than \$5000 are not equipment, they are supplies, for instance laptops and printers.)
- ❖ Supplies less than \$5000 per item
- ❖ Travel/training costs include grant-related travel costs for the recipient to visit other jurisdictions engaged in similar programs or to attend conferences or trainings directly related to the goals of the project. Transportation, lodging, meals and incidentals will be considered if travel is more than 50 miles from program location.
- ❖ Consultant expenses and contracts include goods or services that directly contribute to the implementation or enhancement of the SVPP project. The use of a consultant should be more economical than direct employment. Contractor/consultant costs may include costs to provide one-time training to staff for equipment operation or use and contracting/consulting services that provide such things as needs analysis, installation, and testing. Unless otherwise approved by the COPS Office, consultant rates will be based on the salary a consultant receives from his or her primary employer, as applicable, up to \$650 per day. Travel for consultants goes here, not in the travel section.
- ❖ Subawards – for entities doing substantive work on the project that are not contracted. For instance, a partnering agency providing a staff person to the LEA. Subawards can be issued to LEAs, nonprofits, units of local government or tribal organizations
- ❖ Other costs - Other costs may include such items as software and prepaid warranties or maintenance agreements (not to exceed 36 months), overtime costs for civilian personnel engaging in SVPP-related activities (not to exceed 20% of the awarded budget), or other miscellaneous items that have a direct correlation to the overall success of a recipient's project objectives (such as awareness campaigns) and are necessary for the project to reach full implementation.

Budget Considerations

Unallowable costs

- ❖ Indirect costs (even if you have an indirect cost rate or use the de minimus rate)
- ❖ Salary and fringe for sworn officers and civilian security guards
- ❖ Equipment/technology listed on page 15 of the FY2023 NOFO
- ❖ Conference or event swag, including t-shirts, bags, or mugs
- ❖ Entertainment, including amusement, diversion, social activities, and any associated costs (e.g., tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities)
- ❖ Extracurricular expenses for youth programs, including t-shirts, meal plans, giveaways, swag bags, and games
- ❖ Promotional items and memorabilia, including challenge coins, pins, models, gifts, souvenirs, or recreational supplies (such as Frisbees)
- ❖ Trophies, medals, certificates, and other awards
- ❖ Bar charges/alcoholic beverages
- ❖ Catering
- ❖ Entertainment, including amusement, diversion, social activities, and any associated costs (e.g., tickets to shows or sports events, meals, lodging, rentals, transportation, and gratuities)
- ❖ Firearms training
- ❖ Food and beverages at conferences, meetings, or trainings your organization is hosting
- ❖ Local travel costs (lodging, meals, per diem, or transportation costs) within a 50-mile radius of the project location, including mileage reimbursement, rental cars, parking fees, or taxi fare for local travel
- ❖ Paying for meals other than your own

Budget Considerations

Unallowable costs continued

- ❖ Any consultant fees more than \$650 per day must receive prior written approval from the COPS Office
- ❖ Maintenance or service contracts that exceed the life of the award period (multiyear contracts and extended warranties are allowable but must be paid in full within the initial award period and must not exceed 36 months)
- ❖ Advertising and public relations designed solely to promote the recipient
- ❖ Construction and renovation costs
- ❖ Costs incurred for intramural activities, student publications, student clubs, and other student activities
- ❖ Severance pay
- ❖ Hazard pay
- ❖ Land acquisition including renting, leasing, or construction of buildings or other physical facilities
- ❖ Narcan
- ❖ Non-holiday premium pay
- ❖ Maintenance of vehicles
- ❖ Vehicle enhancements (such as mounts)
- ❖ Standard or dress uniforms or uniform accessories

Budget Considerations

Microgrants

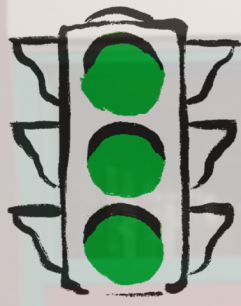
Approximately \$1 million of the available funding will be reserved for microgrants for school districts, including rural, tribal, and low-resourced schools. Microgrant award requests must be for \$100,000 or less, and the 25% local match (cost share) requirement may be waived if fiscal need is demonstrated.

Consideration for microgrant funding does not exclude your agency from being evaluated within the larger SVPP pool.

You still must complete the entire application to receive a microgrant.

How to Prepare for OJJDP

- ❖ Review the FY2023 NOFO
- ❖ Collect data on currently implemented safety measures at each school to be a part of the project, e.g., emergency management plans, ID cards, access controls, etc. Full list on pages 24-25 in FY2023 NOFO
- ❖ Collect data on incidents reported to law enforcement – attacks, guns/firearms/explosives, illegal drugs, theft/larceny, vandalism, and knives
- ❖ Determine average per pupil spending, average age of school buildings, if there is any deficit spending, if the school has a financial reserve (page 26 of the FY2023 NOFO)
- ❖ If your school faced an unanticipated catastrophic event, have information about the event (see page 27 of the FY2023 NOFO)
- ❖ Determine who and how you will consult with other professionals in the development of the application
- ❖ Review the resources provided when developing your goals and objectives

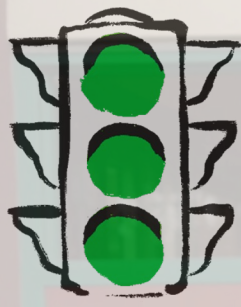


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Questions?



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MCALLISTER
& QUINN

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION



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