



# STOP School Violence Program FY2022 Solicitations Webinar

## Introduction

**0:00:00.9:** Hello everyone, my name is Brent Miller, and I'm the training manager at the National Center for school safety. A little bit about us, we are the BJA STOP School Violence Program's National Training and Technical Assistance provider. You can learn more about us at our website, which I just shared in the chat. Today, we've partnered with BJA, OJJDP, and the COPS office to host this live webinar on the 2022 US Department of Justice STOP School Violence solicitations. I'm joined today by my colleague, Emily Torres, who is our program manager and technical assistance lead, she'll be facilitating questions later on, so in the meantime, please use the chat to ask your questions, and if possible, please specify which of the three solicitations you're referring to, at the end of the webinar, we'll share a link to an evaluation survey that we hope you complete. The presentation is being recorded and it will be available for on-demand viewing in a few weeks. With that, I'm gonna turn it over to David Adams. David.

## Bureau of Justice Assistance Solicitation

**0:01:02.7:** Thank you, Brent. My name's David Adams, and I'm a Senior Policy Advisor with the Bureau of Justice Assistance, and I oversee the Students, Teachers, and Officers Preventing School Violence or STOP program. Today's webinar will share information about applying for solicitations, authorized by the FY-22 appropriation for the STOP School Violence Act. You'll hear from myself for BJA, Scott Pestrige from the Office of Juvenile Justice and Delinquency Prevention, or OJJDP, and Lynette Chambliss with the Community-Oriented Policing Services or COPS office. Scott and Lynette will introduce themselves more completely when they discuss their programs. So let's get started. Next slide. As in the past, the BJA solicitation is based on the Students, Teachers, and Officers Preventing School Violence Act of 2018, the program is designed to improve school security by providing students and teachers the tools they need to recognize, respond quickly to and prevent acts of violence.

**0:02:07.4:** You'll see on this slide that this year, there is \$43 million available to various eligible applicants applicant states, cities or towns and governments, county governments, units of local government, Native American tribal governments, federally recognized non-profits having a 501 [c] [3] status with the IRS, other than institutions of higher education, private institutions of higher education and Independent School Districts, you'll see that the amount available from BJA this year is less than in the past, and that is because



we shared some of this year's appropriation with the Office of Juvenile Justice and Delinquency Prevention for them to create and post the solicitation related to school safety.

**0:02:57.5:** Next slide. As in the past, projects are for up to 36 months, you must state which category you will address, and I will talk more about categories in the next slide. As in the past, there is no match requirement for the BJA's solicitation, you should be submitting proposals that use evidence-based strategies, and as in the past, state, public agencies, some local governments, or Native American tribes may use a grant contract with... Or make one or more sub-awards to other entities. Next slide. This again talks about the eligibility, please note that as in the last couple of years, private K-12 schools are eligible to apply as are private charter schools and public charter schools, private K-12 schools, and private charter schools should apply as non-profits. Public charter schools school should apply as independent school districts. Next slide. This description of what constitutes a state is uniform across BJA solicitations, state means any state of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands Guam American Samoa and the Commonwealth of the Northern Mariana Islands. When we talk about state, so let's say it's a state agency such as a state department of education, you'd be applying into category one because cause you are considered a state agency, and the course will also have the description of what constitutes a federally recognized Native American tribe.

**0:04:57.9:** Next slide, here you'll see the specific program information, and this is as it has been in the past, you'll have one of two categories to which you will apply, Category one is for state governments, which include public and state-controlled institutions of higher education, category two are all other eligible applicants? And as I mentioned on the previous slide, your private K-12 schools and your public and private charter schools apply under category two as either non-profits or independent school districts, and as in the past, STOP funds may not be used to address violence on campuses of institutions of higher education. So those universities and colleges that are eligible to apply, you would be applying to implement a project in a K-12 school environment. You can find more information about evidence-based solutions at [crimesolutions.gov](http://crimesolutions.gov). Next slide.

**0:06:05.9:** The specific types of deliverables that you can apply to, under the BJA STOP solicitation is similar to what you have been allowed to apply for in the past, you will see that in addition to operating technology solutions or implementing multi-disciplinary threat assessment teams and training, you'll see four and five, you have always been able to do these types of proposals, you've always been able to request funding to hire digital support personnel, whether that be school, psychologists or clinicians, or Do training for law enforcement. But we've been a little bit more specific in this year's solicitation, and you'll see as I talk about this a little bit later, how this list has expanded. For the technology



solutions, as in the past, it refers to anonymous reporting systems for threats to school violence, including mobile phone applications or hotlines or websites or other school safety technology solutions that will help you identify possible threats or danger dangers. Applicants will demonstrate in their applications or with attached letters of support or memorandums of understanding that they have the support of relevant team partners, including law enforcement. You'll recall that for the last two years, we have required MOUs, that is not a requirement this year, and I'll talk about that a little bit later in the presentation.

**0:07:52.4:** But you must either demonstrate in your narrative or with the addition of attachments from either MOUs or letters of support that you do have the support of those other entities with which you're proposing to work, you're... The same is with the Multidisciplinary Threat Assessment Teams, you'll need to demonstrate in your application that you have the support of those with which you're proposing to work in the past, we've required MOUs, and we've also asked that you to provide letters of support, this is more at your discretion as an applicant this year, rather you want to be able to describe scrub in your narrative how you're going to identify that support.

**0:08:50.0:** And then three, the training school personnel or students on preventing school violence, that could be anything having to do with improving school climate, such as anti-gang program, known as GREAT to be mental health awareness, PBIS or other trainings that will help to improve your school climate. And training can also be that you're proposing to do ongoing training for your pre-existing Behavioral Threat Assessment Teams. And then four, specialized training for law enforcement, this can be training and includes the basics of mental health awareness, conflict resolution, mediation, problem-solving, mentoring principles, you'll see a whole list of trainings that this could cover in a solicitation. As I mentioned, Positive Behavior Interventions and Supports or PBIS, community policing, and SARA, which stands for Scanning Analysis Response and Assessment. There's a whole host of trainings that you can do for law enforcement that are involved in your school settings that you can do as part of your project.

**0:10:13.9:** Finally, the five, hiring of school support personnel, this is something you've been able to do in the past, we just make it more clear in the solicitation this year, and the solicitation lists those types of activities or people that you can hire as part of your proposal. You may apply to do one or more of these, you can apply to do all five, or you can apply to do just two within the amount of funding that is available to your specific eligibility in your category. Next slide, this slide provides a little bit more information about specific requirements that we have for applicants that are proposing to implement Threat Assessment Teams or technology solutions as something that was added to the solicitation next year to make sure that applicants are not implementing... That your strategies are



implemented and do not have any type of discrimination or other types of violation of student privacy in those proposals. We also recommend that you follow the model that the US Secret Service National Threat Assessment Center provides in their document enhancing school safety through a threat assessment model.

**0:11:47.9:** There are multiple threat assessment models there, and we don't require you to use a specific model, but they all do tend to rely on that Secret Service model, whether you use a Virginia model or the Sigma threat assessment model. They all have portions of what the threat assessment model from the Secret Service has. So we urge you and late on or later slide, you'll see the link for this National Threat Assessment Center, if you do not already have a copy of that document or are not familiar with that, and you're also expected to coordinate with BJA training and technical assistance center and the national center for school safety, who are folks that are hosting today's webinar. They'll work with grantees to assess your strategies, and they're also there to assist you if you have any difficulty during your implementation phase. Next slide.

**0:12:43.3:** This year, we've added a new requirement for applicants that are implementing a Behavioral Threat Assessment, and that's a requirement that you work with a research partner or evaluator, so that you can track data related to demographic characteristics of those who undergo assessment, referral results of those assessments and that you can also document services provided after each assessment and review that data and evaluate it to ensure that there's no disparate impact based on race, ethnicity, or disability.

**0:13:17.9:** Next slide. As I mentioned before, this year, we are not requiring an MOU as part of your application, if you're implementing a Behavioral Threat Assessment implementation, or if you are implementing a technology solution like an anonymous reporting system. You'll just be required to either demonstrate in the application through your explanation in your narrative or with attached letters of support or with an MOU that you have the support of relevant team partners. Next slide. For those who choose to include an MOU, these are the components of that document that should be included, your purpose statement, the description of your partner roles rather, that's for an Anonymous Reporting System, the school's roles and the role of law enforcement should you have to refer what's considered a credible threat to them, what responsibilities they have once they received that, and then, of course, signatures of the parties involved in the MOU. As in the past, if you decide to submit an MOU, we understand that it may take longer than the 60 days you have to apply to complete that MOU, so as long as you have the names of the individuals that would be signing that should you receive an award that should be acceptable.



**0:14:51.1:** But if you do receive an award and you've submitted an MOU as part of your application package, you will need to have the signatures provided after an award is made. Next slide, a little bit more information about the MOU and what I've just mentioned about being able to submit a draft... Next slide. Funding details, we approximate that we will make up to 79 awards that will depend obviously on the amount of the applications request of those that we're recommending for funding. Last year, we had a number of awards that did not request a full amount, so that obviously impacts the amount of awards that we can make. Just like last year, states can apply for up to \$2 million in category 2, while all other applicants can request up to \$1 million. You should only be requesting the amount of funds that it will take to complete your project, and as I mentioned, we have approximately \$43 million available for this solicitation. There was no solicitation, I believe when it was posted since there was, I think, \$45 million. We have since learned the amount that we have to include for what we refer to as M&A, which comes off of that appropriation amount. So the actual amount will have to make grants under this solicitation is \$43 million.

**0:16:36.5:** The project start date should be October 1, and again, as I mentioned earlier, it's a three-year project period. Next slide. As in the past, BJA fund specific items and we cannot fund requests for equipment to secure schools such as camera, security systems, fencing, locks, etcetera, things that are known as deterrent measures, that is something that falls under the purview of the Act for the COPS program. And Lynette will talk a little bit more about what's allowable under her program when she discusses the SVPP. We also want to remind you not to submit duplicate applications to all three offices, each solicitation does something specific related to the responsibilities that have been provided to us through the appropriation and through the authorizing language of the STOP School Violence Act.

**0:17:39.7:** BJA funds threat assessment training. And anonymous reporting or other technology systems, the COPS office funds specific items and OJJDP, which is a new solicitation this year. We'll be talking about specific things they fund. Part of your application project is a form where you tell us what other solicitations that are similar to this one, to which you have applied, so if you do apply to all three offices for funding, you need to disclose that, and then we will ensure that you're not asking all three offices for funding to do the exact same thing, and as I mentioned earlier, your threat assessment projects should ensure that there are strategies, policies and protocols address critical issues such as Pseudo privacy, data security, race, national origin, disability, religion, and sex-based discrimination and bias. Next slide.

**0:18:51.6:** As we have done throughout the program, we have required that applicants that are implementing Behavioral Threat Assessment ensure that community stakeholders are



part of that planning process and part of your teams. A Behavioral Threat Assessment Team will include not only school personnel and law enforcement, but should include folks involved in behavioral health and other community stakeholders to ensure that you're looking at all aspects of your student health and student well-being, and your applicants must ensure that your implementation also complies with the Family Educational Rights and Privacy Act or FERPA, and later in the presentation will have a link that is there that you can use to see exactly what the requirements are under that from the Department of Education. Next slide, here's that information that I was referring to at the bottom of the slide there is a link, [studentprivacy.ed.gov](http://studentprivacy.ed.gov), where you can find all the information that you need related to student privacy data and security, and how it relates to discrimination and biases. Next slide. So your application should include an abstract that needs to be no more than 400 words, and you'll summarize the project, including your primary activities.

**0:20:33.2:** Last year, I made it very clear that your abstract should include at the very beginning what it is you're seeking to do, if you're going to be implementing more than one of the five areas that were mentioned earlier in the presentation, you need to tell us at the beginning of your solicitation that we are X school district and we want to implement Behavioral Threat Assessment teams, we want to do climate improvement training, such as PBIS or whatever training it, is you want to implement. And we also want to hire a school finance specialist, that should be made very clear upfront in your abstract, also, please do not repeat the terms used in the solicitation. Just be straightforward and tell us what it is you want to do and how you plan to do it in 400 words or less. And then with your project narrative, that is where you will completely describe your strategy that will address the needs identified in your description of the issue, you'll be specific when listing the...

**0:21:44.0:** Proposed project activities, describe how they relate to your objectives, they should be specific actions to be undertaken to fulfill the program objective and reach the program goal and should not be vague generalities, you'll provide a detailed description of the methods to be used to carry out each activity, as well as include a description of all individuals and groups involved in the project, and that will be served by the project, you must clearly outline the different schools or school districts where the project will be implemented, and you'll address either through your narrative description or through letters of support that those folks are committed to participating with you in the project, you'll include a description of why these schools were selected, the applicants should describe how grant funding will address the strategy proposed and the benefits to the schools or school district being served.

**0:22:47.1:** You'll want to include how the project fits into the overall safety strategy of the school or school district and how the project will ensure compliance with all applicable privacy and civil rights laws, and if you're proposing to do activities in more than one area,



it must clearly outline the different areas and distinguish the activities within the narrative, and it should also be clearly reflected in the budget, and let me also speak for a minute about applicants who currently have awards with BJA if you are going to apply and you already have a STOP School Violence grant, you need to detail to us in your narrative how the activities that you're doing are different than what you're already implementing in a previous award, the STOP Program is not intended to fund activities that you have been funded for previously in perpetuity. You should be thinking about sustaining activities for which you have received funding in the past, you're always able to come in and apply to provide services to areas not previously serviced in your other projects. A lot of times we'll get applicants that will want to request funding for a part of the school district, or maybe they just wanna do high schools, and now they wanna bring in their elementary schools or their middle schools, that is perfectly acceptable.

**0:24:22.0:** But do not apply for continuation type of projects or to be duplicative of anything that you've already completed, also, you need to include in your narrative, the capabilities and competencies, you'll discuss that in your narrative, but as separate attachments, you should also upload things like resumes about the different competencies of the individuals involved in the project, and your plan for collecting data, that's a brief discussion of who will be collecting the data required for your performance measures, who's gonna be doing that reporting and how you will use that to improve and evaluate the activities that you've been doing with your project, and then we ask that you talk to tell us how you plan to sustain the activity after your federal funding has been completed. Next slide.

**0:25:27.9:** Your budget is a web-based form. Anyone who applied last year, you know that JustGrants now uses a web-based form for your budget. The request should match the amount that you included on your SF-424. That's a document that you submit through grants.gov, and it's the first deadline for submitting into the application process. And please note, that trinkets, things like T-shirts, caps, and wristbands are not allowable under OJP financial guidelines. Many times, the applicants will include these types of items because they are trying to make the case that they're related to the project, they helped promote the project among students. Unfortunately, they're not allowable under financial guidelines. So if you're going to use that type of promotional item, you need to find project partners that will donate that. We cannot use federal funds for that.

**0:26:34.6:** And then there are additional application components. If you decided that you want to include an MOU that would be done as a separate attachment. If you're a tribal organization, you submit to tribal resolution. Your timeline, obviously, is a separate attachment. You will talk about your timeline in your project narrative, but you can include a separate chart. And we recommend that you include something like a timeline chart as a



separate attachment and you would upload that as well. Let me also address, last year, JustGrants, there were issues with some documents being considered required, and for all applicants, they would not be a required document. And so, any time that you run up to the next level of your application and it's telling you it's a required document, just say you're not in tribal organization, but it's telling you you have to submit a tribal resolution before you can go any further, then just upload a document that says not applicable. And once you've uploaded that, you can go to the next part of your application.

**0:27:44.5:** So if it's telling you you have to upload an MOU before you can go further, you can upload a document that says this is not applicable, and then it'll allow you to go to the next level of the application submission. Next slide. BJA, just as well as OJJDP and COPS will have dual deadlines for submission of the application. Step number one is submitting the SF-424 and LLL into grants.gov. The deadline for that for BJA solicitation is June 14th at 8:59 PM Eastern time. Step number two is submitting the full application, including any attachments that are required or additional attachments that you deem appropriate for your application and that deadline is June 21st at 8:59 PM. Next slide. This slide tells you a little bit about our review process. We have a basic minimum requirement, which is your abstract, your project narrative, and your budget.

**0:28:58.5:** Those are the three things that BJA requires before you are moved to peer review. They are then reviewed by a panel of reviewers of subject matter experts that have experience in school safety, and then the scores are presented to me. I meet with folks at BJA. I also review the applications and then I make recommendations to the director. And then once those are approved at the assistant attorney general level at OJP, then we make the award and we notify applicants by September 30th. Unlike last year, that probably will be the case this year, a lot of things got out the door late last year, so it was December before we made these awards. I fully expect these awards to be made by the end of the fiscal year this year. Next slide.

**0:30:00.0:** This slide provides some helpful resources. NIJ has a resource available on gathering tips and addressing threats, and I have the link there. And then there are a number of resources that are available through the STOP TTA provider. All of these address different components of your application from engaging stakeholders to implementing evidence-based programs. If this is the first time you are applying to the Department of Justice, I recommend that you use the webinar called Connecting the Dots, because it will help you in putting together an application and connecting what you're proposing in your project narrative works with your budget to complete a fully thought out project proposal. And we also have a resource on Getting Buy-in for Anonymous Reporting Systems, and Essential Elements of School Threat Assessment.



**0:31:11.9:** A little bit later in the presentation, I'll talk about JustGrants and the application process related to that. But now, you can go to the next slide. I'd like to introduce Scott Pestridge, and he'll talk about the OJJDP solicitation. Scott.

## Office of Juvenile Justice and Delinquency Prevention Solicitation

**0:31:29.8:** Thank you, David, I really appreciate the opportunity to be here today. And we appreciate BJA's willingness to support OJJDP in providing some additional connections to the STOP work. So I'm Scott Pestridge. I'm a Senior Program Manager with the Office of Juvenile Justice and Delinquency Prevention. And again, thank you for being here today. We're going to just go into our next slide here. I'd wanna share a little bit about who we are as an office. As you know, the Bureau of Justice Assistance is one of the components under the Office of Justice Programs, which is the grant-making arm for the department, with the exception of the Office on Violence Against Women and the Community Oriented Policing Services. So it's a pretty broad swath in terms of supports that DOJ offers in terms of grant support, but OJJDP was started in 1974. Really, just provide protections for juveniles that are brought into the system. And many of you I'm sure are familiar with those core protections of the Juvenile Justice and Delinquency Prevention Act, but ultimately our vision is to see a nation where children are free from crime and violence, and if they come into contact with Assistant Juvenile Justice System, that the contact should be rare, fair and beneficial to them.

**0:33:00.6:** Next, so our miss... I think I might have a mission slide in right before that if we can go back. Nope, sorry. Okay, let's keep moving. Sorry. So, the FY22 enhancing school capacity to address youth violence is a new solicitation for us, as David mentioned, and it really is looking to support targeted efforts to address youth violence through implementing evidence-based prevention intervention efforts in a school-based setting, school-based being K-12th grade. So it's pretty broad. As you can see, there's a lot of room for individuals on this call to think about how to connect with particulars of this but I just really want you to pay attention to some of the key elements as I go through because there are some nuances. Next slide. So the basic goals are to reduce the incidents of school violence through improved school safety and climate. This is really about school climate and preventing youth violence, delinquency, and victimization in the targeting community. So while you may have most of your efforts may be within a school, and really there could be components of it that support the community that's around, because we all understand how interconnected all of this work can be. So one of the things that I wanted to mention, we know that violence in the school has a significant impact on nations, our nation's youth, and two-thirds of children in the US have been exposed to violence in their homes, schools, or communities.

**0:34:44.3:** So violence in the community can prevent children from feeling safe in their schools and neighborhoods, and so that exposure can create significant physical, mental and emotional harm with long-term effects that can last well until adulthood. So we really want to figure out how to limit that exposure to violence because that exposure can limit a child's potential and their health and increased the likelihood of becoming involved in the Juvenile Criminal Justice System. So one of the other things that I wanted to mention is that there's evidence that many strategies have proven effective, schools can benefit from enhancing or expanding partnerships with local community-based organizations that have a specific skill set in dealing with the root causes of violence. And that's a real big part of what this vision for this solicitation is. It's about bridge-building with the school and those supports within the community, those evidence-based strategies and supports that can really assist in promoting a school climate and just making it a better safer environment, but not having the schools have to invent or create it. It's about linking to those resources that exist within the community.

**0:36:10.1:** Next slide. So we do expect you to utilize this collaborative approach, as I mentioned, between schools and CBOs, to develop and implement strategies, and again, you have a... There's a ton of latitude in that very statement of what that might look like. So I think it's going to be pretty exciting to see the types of responses that community-led, community-initiated proposals are going to focus on. We're really excited to get your insights on that. Next slide. So under this initiative, there are three principles that we want to focus on. One is the relationship between schools and CBOs, making sure that there are open lines of communication and a shared commitment at the leadership level to make sure those core goals of increasing school safety can occur. And then we want to really focus, make sure that then you're focusing on key contributors to youth violence, such as risk factors for across the individual family, and school or community domains, and the strategies really should address all three to be successful. So you might ask, Well, you know, this is a school-focused strategy, but you can't separate school from family and individual. So I do really want you to think broadly around the supports of that three-legged stool, if you will, to ensure that you're getting the adequate resources to address the issues that you've identified within your community. And families are critical partners, and that engagement is a critical ingredient for success. Next slide.

**0:37:56.2:** So there are two categories under this enhancing school capacity to address youth violence program, there's project sites and the training and technical assistance category and the project sites is really looking to develop and enhance capacities within a particular community to address youth violence and victimization through school-based programming and interventions targeting school and community needs, school-based doesn't mean 100% school necessarily, it just means that it definitely has to have a connect



with the school, that's gonna be a critical element of course, the training, the training and technical assistance is really around funding a TA provider, training technical assistance provider that can support those funded project sites and then more broadly communicate the deliverables best practices to more of a national audience would be the goal and of course, in conjunction with with BJA and their TA provider, so there's gonna be a lot of interface here on all this work, we put in some examples of evidence-based solutions.

**0:39:14.4:** Next slide. So the project site's eligibility is pretty broad, we wanted to make sure that you may have a... You may be a school on this call today that doesn't have the capacity potentially to write the response to the solicitation, but you do have resources maybe within your county or local government, that can do that. They can be the eligible applicant, and you can be a partner agency in that, that's why the eligibility is fairly broad, because there's a lot of ways that school climate can be addressed, and it's not necessarily through just local government or county government or through non-profits, there's a fair amount of latitude here, which we just need you to articulate the import of the collective that you've assembled, and also understanding that you can have multiple collaborators and you should in your project design, however, it is required that you do have a primary applicant, and that primary applicant is the one that will submit the application, be responsible for all the reporting and is ultimately responsible for the special conditions and all of that good stuff. So again, you know, this broad brush eligibility allows for smaller community-based organizations, smaller schools that might not have staff to help fully fund the development of response, to be able to really work around that and still make you very competitive for this announcement.

**0:41:00.2:** So I just wanted to make sure that was underscored. Next slide, on the category 2, training and technical assistance, it's limited to non-profit organizations and for-profit organizations provided that you forgo any profit. Next slide. So state, this is similar to David's BJA piece, it's 56 jurisdictions that comprise the United States, and the private K-12 schools, including private charter schools, should apply as non-profits, so they are eligible, and public charter schools should apply as independent school districts. And again, we identify what is a federally recognized Native American tribe it's the same language as in the BJA solicitation. Next slide. So there are two pieces that you must include in terms of components for this OJJDP solicitation. You need to include a local coordinator to lead the project.

**0:42:09.7:** Oftentimes, we'll see people submit applications where you have the best of collaboration, but there's not an identified individual that's gonna lead the effort, and I'm talking about a funded, identified individual that's gonna lead the effort and be dedicated to it, and this is a key piece, that you have that local coordinator to lead the project. It doesn't mean that they need to be 100% dedicated, but they should likely be if you're



gonna be successful in this, but you need to identify a local coordinator to lead the project, and then you need to program strategies implemented by community-based organizations that provide Target use with...

**0:42:51.4:** We're calling them service backpacks. This is the idea where your bridge-building with those community-based organizations to bring in a particular piece that could help buttress and support school climate for the better. And so I think everyone on this call would have an idea of, Oh my gosh, I wish we could do X, if we only had the resources to do X, we could do so much better. Well, this is potentially the fuel for supporting that idea, so really think about the assets and resources you have within your community, and I want to underscore what David said about making sure that you're not... That you're supplementing, that you're not supplanting, that you're enhancing that you're not... You're not doing something that already would have been done, but clearly there are gonna be assets and resources available to you that could really be plugged in to help enhance your vision for this initiative, and we need you to articulate those in your response to this solicitation. Next slide. So just like David's review of what was required for basic minimum review... Basic minimum requirements were similar, it's a project narrative.

**0:44:17.9:** It's the budget narrative, and your budget detail worksheet and abstract is also needed, but the important thing to note here is that an MOU... You don't have to have an MOU at the time you submit this application. However, I wanna make it clear that if you do have it, it's gonna... And you have a fully articulated, it's gonna allow you to receive priority consideration for funding. What does that mean? It means that as we look at individuals that meet the basic minimum requirements and they're scored, part of the scoring is gonna be looking at... The reviewers are gonna look and see, does a particular applicant have a fully articulated MOU in their application. It's not gonna kick you out if you don't, but if you do, and it's signed and dated by both the Local Education Agency and a community-based organization representative that you'll be coordinating with it will give you priority consideration, which is kind of just an additional added points, if you will, as it's reviewed.

**0:45:43.1:** Again, you're not gonna be... You're not gonna be disqualified if you don't have it, and you may be somewhere in the middle, you may be able to begin to develop an MOU, but you're not gonna be able to fully get it signed and fully articulated by the close of the solicitation deadline and that's okay, you include what you can, and that shows that you have the capacity and you're working on making those connections, but regardless of whether you submit a fully articulated MOU, one that's somewhat along the path or not included at all. If you are successful in being awarded, there will be a special condition on the award that won't allow for funding drill down until there's a fully executed MOU. I just think that's important to know. So with that, we'll move on.



**0:46:55.1:** So the objectives are pretty basic, it's improving school capacity to prevent and intervene early to incidents of violence, fairly broad. Enhancing and expanding partnerships to clean school systems and community-based organizations to address school violence. Again, broad and I'm sure many of you are already thinking about ways to connect and have some great ideas probably coming to this webinar. Expanding opportunities for family engagement with school personnel to mutually address risk factors for violence and improving community communication between home and school to enhance protective factors for student success.

**0:47:18.3:** One of the things that OJJDP's long been a proponent of is the importance of... And its first was alluded to in the '80s with our comprehensive approach for serious chronic and violent juvenile offenders that this comprehensive strategy focuses on maximizing protective factors and minimizing risk factors and... So clearly, this response to the solicitation would allow for some supports that could be put in place that would address some of those risk factors, and also put in some protective factors that potentially otherwise wouldn't be as evident within the particular community that you serve. Also, it could be broad, it could be for the entire district or community, it could be specific, that's really for you to decide in terms of your project design. Next slide.

**0:48:23.0:** So the project sites. It's really developing that strategic plan, it's gotta be informed by whatever available data you have and existing plans you have. That may be limited, and that's not horrible. I mean, clearly your capacity to connect through this initiative and respond, will allow you to garner some more information and pull it together than potentially would have been had you not connected and applied under this solicitation. But you have to have a strategic plan that's submitted as a part, if you are accepted as a project site, submitted within nine months of the date of the award.

**0:49:07.1:** You have to submit that strategic plan, it's reviewed by our office in coordination with BJA partners. But it needs to be comprehensive and updated annually as a key deliverable. It's gonna be a critical piece because the reality is that if you have a limited infrastructure around developing... Let's say you didn't have a strategic plan and you were able to really develop and articulate a strategic plan out of responding to this initiative in a way that connects some of these interface points with the community in the school. That can go a long way as a fundamental piece of the construction as you move forward towards sustainability and further addressing youth violence in your schools and within your community.

**0:50:00.8:** So I think this is a critical piece to track and also should give you a little bit of comfort if you do not have an entrenched or an expanded strategic plan in place already. This is the opportunity to create that and to develop that. To identify a school, a service



network of community-based organizations that have the experience in operating violence prevention or early intervention programs is really a big part of what you're gonna articulate in your narrative, but it is... That network will become you're deliverable as you execute it. Developing these strategies by providing these targeted backpacks kinda individualized to a student or a particular community within a school is gonna be critical for you to... If you articulate an issue, you identify some resources that could address the issue and be a support for minimizing the concern and that becomes... That strategy becomes a deliverable. And understanding what you might initially put in your conceptualization if funded. If down the road you realize that it's not impactful, it's not actually doing exactly what you needed to do, that's not necessarily a horrible thing either, because it means that you're attuned to the needs of the community, you're attuned to what the responsiveness is of your particular strategy, and to pivot is not looked at as a negative thing. You work with the program office to kind of move forward.

**0:51:34.1:** I just wanna share that because I think it's something we often hear from currently funded awards, they're like, "Oh well, we put this in, we articulated this in our narrative, but actually it's not exactly gonna do what we need." And a lot of times it's not even scope changing, maybe very much in line with what you initially focused on, I just wanna mention that. But do give a lot of thought to what you think will be the best strategy as you submit your initial application. Implementing prevention strategies for all students to help supplement interventions for the target youth population, and build that positive school climate is an important deliverable as well. And a lot of these are, they go hand in hand. They feed into one another. But I just wanna go over that quickly. Next slide. Okay, so category 2, training and technical assistance, it's really about supporting those organizations, those funded sites, the project sites, and then also assessing collectively and individually what the needs are and developing reports that can be communicated across the cohort and beyond the cohort. It's helping develop tools and techniques that really could be communicated beyond the current slate and current audience that's even on this call today.

**0:52:58.9:** And one thing I do wanna note, is that I think this is important, that this is a fairly new lane for OJJDP, I know BJA and COPS have been down this lane before, but we have a lot of juvenile justice practitioners, school-based law enforcement that we have real nexus with. That may or may not be tracking the previous work of the STOP work funding. So this is a real opportunity for us to kinda broaden the net, if you will, and articulate some of these best practices and promote some of these resources to the juvenile justice realm. In a prevention and early intervention sort of way actually. Next slide. So, I'm sorry for the small font here, but really, again, it's just for the category two, it's about the logistics, planning and coordinating, and we do... I think one of the commitments is that you would be a part of an in-person convening should you be awarded, that's part of what you would



sign on as a special condition as a category one project site. But the category two TTA provider would kind of coordinate that on-site engagement, and also quarterly calls, cohort calls, that sort of thing.

**0:54:20.1:** So anyway, enough on that, next slide. So we're looking to make approximately 22 awards, 21 in the category one program sites for up to a million each, and one award for up to 3.5 million for training and technical assistance under category two. Looking at a three-year project period with a performance date starting of October 1st. Next slide. So I wanna mention about something that David said about duplicate applications not being submitted to all three components, however, understanding that if you have very different initiatives and very... Needs that were met by different initiatives, certainly you could be a community that is submitting more than one application across these three initiatives, but they must be separated. They must be different. They cannot be overlapping if that makes sense. And I also wanted to mention something that David mentioned earlier, he went through all the resources and what needed to be included in an application, those are the same pieces that are in our application, so nothing new. The only real difference is that MOU is not required at the time of submission. It also... It's not part of the MR, I don't think it was for BJA either. But for us, we will...

**0:56:01.9:** If it's not included, it doesn't put you out of the game in terms of being considered. Next slide. So the deadlines that BJA put up, these are ours for OJJDP, so I just put a little header on there, it's a little confusing, the dates are a little bit different, not by much, but a little bit. And as David said, make sure that you get in early on the grants.gov piece, if there are any issues you can get that worked out, so you're not left out of being able to fully apply. I would definitely not wait until the last day or two, and the grants.gov submission is very simple and quick, so I would do that earlier as opposed to later. Next slide. So program resources. So the OJJDP model program guide is a tremendous resource of evidence-based juvenile justice, youth prevention, intervention, and reentry programs. It is included as part of the crimesolutions.gov, which is a larger piece, but if you're interested in just focusing a little more on juvenile justice focus, evidence-based strategies, the model programs guide is a good way to kinda...

**0:57:19.4:** Filter a little bit, if you will, down. But these are great resources. Next slide, and our JUVJUSTICE is our Listserv at OJJDP and certainly any funding opportunities that become available, you'll be able to get connected with through that, so please do subscribe if you have not already, and next slide. And so I'm gonna turn it over to Lynette Chambliss with the Community Oriented Policing Services office, and we will be on stand by for Q&A at the close. Sorry, Lynette, if I went over by a few minutes. My apologies.



## Office of Community Oriented Policing Services Solicitation

**0:58:02.7:** Quite alright Scott, no problem at all. Good afternoon everyone. My name is Lynette Chambliss, I work here at the COPS office, and I've been at the COPS office for a number of years now. I actually began as an intern, so I've been here for a little bit of time, and I've been working with SVPP since the beginning of the program back in 2018, so I'm hoping that today's information will be helpful and just helping you decide if SVPP is something you would like to apply for. And as Scott said, I'm also happy to answer whatever questions may come up now or later before the application closes. Do you want to first begin with, the program is now open, and we do just like the privacy programs discussed have two deadlines, the grants.gov deadline, which is the kind of standard form, is due June 14th at 7:59. And the completed application, meaning all the questions, all your budget information, all of those things are due a week later on June 21st, at 7:59 PM. I do encourage if this call ends and you are fairly certain you wanna submit an application, I do suggest completing the grants.gov portion as soon as possible, just so that can be processed quickly and you can focus on the meat of the application, which will be through just grants.

**0:59:45.9:** Next slide, please. I just wanted to... If there's anyone who's not familiar with our office, we've been around since 1994, we have Officer hiring grants, we have tribal grants, we have technical assistance grants, we have community policing grants, we have a wide range of grant programs that we support in terms of school, school-specific programs we've had over the years, COPS in schools program. We had secured our schools, we now have SVPP, as we call it, around the office. So what you see here is our authorization under the staff act. And please note that this is different from what BJA is responsible for. So as David was saying earlier, you do wanna make note of the differences here, because items that we are able to fund, BJA is not able to fund, and vice versa. So just wanna briefly go through these, so coordination with law enforcement, that could be a notification system, that could be emergency planning, training for maybe the SRO, that could be reunification training. It could be active shooter training, deterrent measures, cameras, lighting, locks on the doors, things of that nature, physical security improvements for the school is what I like to tell everyone who wants an idea of what that means, physical security, the expedited notification, panic buttons.

**1:01:42.9:** As I was saying, I got a question today about installing call buttons in classrooms, I'm hoping that person hears this call today. Putting alert systems or alarm systems in the class, each classroom, something like that. And the fifth sort of leaves room for maybe something we've never seen before, something extremely innovative, anything that our director deems would be beneficial in terms of using the funding for. It's also important to



note that any requests, any projects must promote positive school climate and not create additional fear or just a negative environment for the students. It's also important to note, the funding does not include funding for SROs, school resource officers, or security officers. I do wanna mention that the COPS hiring program, which is also open right now, does have funding for SROs if that's one of your interests. Next slide, please. Okay, so I did see a question early and I think it fits here, so I don't wanna throw the chat up, but I saw someone ask if previously awarded SVPP recipients can apply, and the answer to that is yes, we don't currently...

**1:03:26.1:** Remove anyone for that reason, you're welcome to apply every year, so I just wanted to knock that out while we're going through kind of this overall information. The federal funds for the awards will be capped at \$500,000, this is not to say that your project may not maybe hit 650,000, 700,000, something like that, but the federal funds received will not exceed 500,000 and that will include... If you request a waiver, and receive a waiver, the federal cap is \$500,000. They're the 75/25 split, meaning we can pay... Our office can fund up to 75% of your project with at least a 25% match. So again, if your project total is a relatively high 75%, and you would be responsible for the remaining portion of that even if it exceeds 25%.

**1:04:30.0:** The grant program is 36 months, three years, and if you run into some delays with implementation, there are opportunities for extensions, however, that will not increase the amount of funding that you will have to work with. This is very important, the funding must benefit K-12 primary, secondary schools and students. So that's elementary, that's high school, that's junior high or middle school... However, that's termed where you reside. Those are who the program must be used to support, and a question that I get often is, "Well, can we put cameras on school buses or can we give... Our bus drivers, walkie-talkies to help communicate?" The answer is yes, because school buses are considered an extension of the school grounds. So you would be able to provide security, safety equipment, first aid kit, for example as well to the school buses.

**1:05:40.4:** We also hear... We also have requests about school bus stops... Yes, a school bus stop would be considered school grounds provided it is the school bus stop, not you say like a city bus stop or a town bus stop. It would have to be the school's bus stop. Okay? We have the eligibility that comes from the statute, which is state, local government, Indian tribes, this would include also the public agencies of those entities, and if you see the next bullet, those entities may provide sub-awards to what you see listed below. And we do consider demonstrated need for improved security, a demonstrated need for financial assistance, and the last bullet is how will you use the funding? And all of these items will be answered within the data you provide us as well as your answers to the narrative questions.



**1:07:00.3:** Next slide, please. Okay, so please take note, our eligibility is also slightly different from what you've seen previously this afternoon. As I mentioned, in general, the state's units of local government and then driving the public agencies... School districts, Independent School District, School Boards, law enforcement agencies, so the Sheriff's Office, the Police Department can apply. I've also included who is not eligible. My suggestion is, when this call is over, read through the solicitation and just kind of absorb the information and make the determination where you fit, if you fit into any of these categories.

**1:07:52.3:** Next slide, please. Alright, and so a very, very important part of your eligibility is you will need to assure this, once you're in JustGrants, it's one of the first things you do, you'll need to ensure that you are submitting this application after consultation with the individuals included here. So we are looking for comprehensive approaches to school safety. You should be able to certify to this by the time you apply, if you feel you can't I ask that you take that into consideration before you apply, but you will be asked to respond to a question written very similar to this in the application. Next slide, please. Okay, a question I get a lot is, Well, I know it's a lot of text, but this actually comes from the statute, what is meant by evidence-based school safety? So I encourage everyone to read this, it's... What equipment, what technology, what things are likely to guarantee outcomes, good outcomes let me say, such as reduced response time to unfortunate calls that are made regarding the schools.

**1:09:31.0:** The physical security, what types of evidence-based programmed items are more apt to physically secure the school? Think of it that way. What's out there, what have you seen, what's been known to work in terms of supporting the safety of the school property, the students, and it must be compliant with any codes. I know a lot of municipality jurisdictions have all those things in place, so I'm confident that anything that's requested will be in line with that as well. Next slide, please. So I want to just mention what will be new for the application if you've applied before, you would definitely notice this is new. Previously, we've required an uploaded narrative, you write your narrative in word or some program and you upload it to your application. This year, you will answer the questions within a JustGrants survey, so there's no attached narrative needed for the budget or your actual project proposal. The goal of this is to ensure that you have the opportunity to ensure that every question is answered, unfortunately, and I'll discuss this a little bit more when we move on to how we look at the applications. I read through all of them, I comb through all of them, no matter how many we get, and it is unfortunate when, for whatever reason, there's a section missed and we can't.



**1:11:22.0:** It's not a complete application, so ideally having JustGrants survey where you just click on it, open it up, type your answers, feel free to type them in word, prove them, all these things and copy and paste them, and the system is going to make sure you answer everything so ideally, it prevents anyone from leaving any important information out, but you will have to do that in the survey and attached narrative, attached document will not be considered the answers to the questions. You will still need your letters of support, we do not require an MOU, feel free to attach maybe three to five letters of support, the solicitation definitely lays out any other attachments that you may feel you'd like to attach, but just remember the narrative questions, the letter support are the most important. Okay? You're gonna respond to several items, and again, if you've applied before you would recognize these, you know what efforts do you currently have in the school, what planning efforts, or what do you wish to bring into your environment. Remember, it's designed to be comprehensive, so you'll be asked about your training, about drills, about how you're addressing student climate, keeping it, as I said earlier from creating additional fear or trauma for students, so think about those things as you're writing, and the solicitation definitely goes into additional detail about these elements.

**1:13:15.5:** Your funding request and integration, this is kind of look at it as your part of your budget request, the written part of your budget request, separate from the web-based form. This is where we take a look at what you're asking for and how it fits into the previous section where you describe what you have or what you hope to do, so your the budget items that you mentioned should directly relate, and we should be able to see that this is a project that fits what you described, so keep that in mind and we wanna know how does it integrate into maybe things you already have, or how is it gonna fill gaps that you may have, how are you going to ensure that students aren't negatively impacted with their privacy or their safety, and how are these items going to work. It's a very thoughtful question, I would say. So please be careful, be mindful of how you respond to this question and making sure that it fits everything that you're trying to do, your management and implementation plan. This is a timeline of what you plan to do, remember the program is three years, so we kind of expect to see planning stages, implementation stages, how you're gonna maintain.

**1:14:55.6:** That goes into sustainability, who may be involved, your partners, who if you decide to hire a technology manager, which is a position, that a civilian position that would be allowed, how do all these things work. The answers to your narrative questions should provide a comprehensive picture for us here at the COPS office of what you hope to do and kind of show us why this project should be funded, and I've linked the SVPP page that is on our website, you'll find the solicitation, you'll find some other resource documents, the terms and conditions, the things you have to abide by with the program, how to apply page contact information, I encourage meeting the solicitation from start to finish to fully know



what we're looking for in terms of who we're hoping to award through this funding. Next slide, please.

**1:16:04.0:** So once the application closes on June 21st, at 7:59 PM, we begin our review process. The first step, a team of us, we'll look through all the applications to make sure you generally responded to what we're asking for. Are you an eligible entity, are you coming in for items that we are unable to fund because they're BJA item or OJJDP item.

**1:16:32.4:** We look at those types of things and assess from that whether or not the agency is something we can or the project is something we could fund. There are situations where the majority of your project may be something we can fund, but there may be just this last little portion that we can't fund, we check for things like that. For example, we've seen projects that include maybe school psychologist, we wanna hire that as a civilian personnel, we're not able to fund the psychologist, but you've also asked for panic launched cameras, things like that, so that's not a project that we... It's just a project you can't fund completely, but there are elements that we can fund.

**1:17:30.0:** So keep that in mind, review our allowable cost list, call us, email us, ask us questions if you have... If you aren't unsure about certain items, but definitely review the allowed because it's to kinda just get a sense of what's generally allowable and unallowable. Okay, as I mentioned earlier, there are two surveys, and so the first survey you'll answer... Well, you'll answer data questions, so that's around how many schools do you have, how many schools do you plan to implement in, how many students...

**1:18:11.9:** You'll be able to tell us the number of steps, steps, vandalism, different things you'll see in the survey, and that's how you receive... How we determine the impact of what you're trying to do, your need security-wise, as well as the financial assistance needs, there are also additional priorities that have come down through the Justice Department or the White House, those go into more detail in the solicitation, so please read those, see which ones you may... May apply to you, and feel free to incorporate those into your narrative responses if you wish. But you do get a data score and it's how we statistically see your need for security and your financial need for the program.

**1:19:15.6:** Okay, so once we've done your BMR, once you receive your data score, you move on to review of your... Now, no longer an attached narrative, but your narrative questions submitted through the JustGrant survey. So we go through those, we review your... As the previous slide, your planning efforts, your funding request, your sustainability, your management and implementation plan, all of those elements combined with your data score, provide us with a picture of if we... This is a project the COPS office can fund.



**1:20:00.4:** And then lastly, the director has the final say on all the words, and we also, if you are a previous or a current recipient of COPS funding across all of our programs, we do look at prior performance, financial performance, it's just a very thorough and holistic review of whether or not... If we have access to if you're able to manage the funding should you receive the award.

**1:20:33.1:** So this is a very snapshot-esque view of what we do, but it should give you a general sense of the steps your application goes through, sometimes I answer the questions in the SVPP mailbox and someone ask, "Hey, the status of my application hasn't changed, just checking in to see what's going on?" The application is going through these steps over the course of several months, so just keep that in mind as you're waiting to see the outcome of the program.

**1:21:09.0:** Next slide, please. Okay, so I just wanted to provide some tips based on questions I get quite often, I mentioned earlier the deadline for JustGrants... I'm sorry. Grants.gov is June 14th, 7:59 PM, highly, highly encouraged to just knock that out if you're able. You don't want that to be the hold up, if you can help it.

**1:21:40.6:** All of the materials, the solicitation, the fact sheet, that will give you a very good idea of what we're asking for, what information you should be providing, and the solicitation also contains some helpful links to different sites, to FEMA, to all the places that can help you find resources, many free that you can use to help with this program.

**1:22:13.7:** For example, there are FEMA checklists that can help you assess the physical security, physical environment, so you may not have to request funding for that, there is a checklist, there are apps that will help you do that, for example. So all of that can be found in the solicitation, so I highly recommend doing a deep dive into that.

**1:22:42.6:** Make sure, I believe David also mentioned this. It's very important that when you're writing your request that it's something that you have the capacity to do. We do have performance reports twice a year, and we do read them and we're looking at your progress and all those things, and of course, you're becoming a steward of federal funding, make sure you're asking for funding that can be managed, funding that will maximize the security of the schools and the students. And if you aren't awarded a waiver, make sure your match is manageable, make sure you've identified where the match is gonna come from. That's not required at the time of award, you'll just know how much, but just make sure those are elements that can be managed. Should you receive the award, sign it, agree to terms and conditions, etcetera. So just to make sure it's a project that you have the capacity to implement. And we've made this definitely easier, as I said, the survey will make



it very easy to not skip a question, not skip an element. So hopefully, that should be kind of what it is for everyone, every step should be completed as you're going through the application, I believe JustGrants even shows you on the side, a check box if you complete a section, so just make sure all of that is done.

**1:24:28.4:** When you're answering the questions, you have word-character limits, but we don't necessarily need you, as David said, to repeat back to us what we've said or what we've asked for, give us the meat of what you wanna do. Give us sufficient information on what you wanna do, for example, if you have certain types of training and drills that you've done or that you wanna do, please definitely describe those. Please definitely describe for us how you're making sure the climate is positive, you know? Just make sure it's clear to us what you're asking us to support. Next slide, please. Okay, that ends the COPS portion. The JustGrants items that David's going to discuss, definitely are applied to our office, so I'm gonna turn it over to him. Thank you for listening. And again, I'm here to answer questions that anyone may have.

**1:25:43.7:** Thanks for that. And realizing that we're getting close to our end time, and I wanted to make sure we have time for some questions. I'll go through these fairly quickly. Here it talks about basically just what JustGrants offer, since it's been implemented, it's more streamlined than the older system, it's an end-to-end process, it gives applicants and award recipients a new way to manage their information and for the users in the system. Next slide. So the application submission is the same for all three offices, you'll identify your forms, you'll complete a web-based budget form, you'll complete the application, including certifying the information and you'll submit the application. Next slide. Here is the contact information for application assistance if you run into problems as you're uploading your documents in either grants.gov or in JustGrants. We, like Lynette said, we recommend you do not wait until the last minute to submit anything either in grants.gov or in JustGrants. BJA, and I'm sure JJ and COPS does the same thing, recommend that you submit your application at least 72 hours before the deadline, because that gives you the amount of time necessary to resolve any problems that may come up when you start to submit the application.

**1:27:09.8:** Next slide. Here, it suggests grants, technical support information, and with their office hours and their Sunday, weekend, holiday hours as well. You can email JustGrants or you can access them on the User Support website. Next slide. So we have a couple of ways to get application assistance and support, the OJP Response Center, the email, there's a web chat opportunity, you've got toll-free phone numbers and also a number for those who are hearing impaired. The response hours are 10 to 6, Monday through Friday. We recommend you subscribe to the email notifications, and you can do that with the information on this screen here, [www.ojp.gov](http://www.ojp.gov) slash... And a chat message just popped up...



[chuckle] I'll take care of it, just give me a second, I'll give you the rest of the URL [ojp.gov/subscribe](http://ojp.gov/subscribe). Next slide. Remember, there are dual deadlines for all three applications, be sure to follow those deadlines, they're not the same for each application, there's a little bit of time difference between BJAs, OJJDP and COPS. And like Lynette said, read the solicitations first and read it very carefully before you start crafting your application. Next slide. Here is the social media and other ways to contact BJA, our website, [bjp.ojp.gov](http://bjp.ojp.gov). Next slide.

**1:29:09.0:** Here's ways to connect to OJJDP, either through Twitter or Facebook, and their newsletter. I recommend you subscribe to both BJA, COPS, and JJ's newsletters. Next slide. And the COPS Office social media and email, [askcopsrsc@usdoj.gov](mailto:askcopsrsc@usdoj.gov). They've got a podcast. They also own social media and YouTube. And their toll-free number 800-421-6770. Next slide. And here are the solicitation assistance, [Grants.gov](http://Grants.gov), and JustGrants, again, just for your information, if you didn't catch it the last time on the other slides. I think that is the presentation. The next slide I think is questions. So I've been noticing questions coming up in the text box. I wanna just thank everyone for taking the time to be part of this webinar. It is being recorded. You can watch it on demand. There's a lot of information, I understand, to be thrown at you in an hour and a half. And it will be posted on all three websites after it has been processed by the National Center for School Safety. And they'll provide that information to us and you'll have access to watch it and go back over as many times as you want if you have any questions.

## Questions and Answers

**1:30:52.5:** We have a lot of questions coming in, so we'll make sure we capture all of these questions and they get out to David and Scott and Lynette, because we will not get to all of them. But to start off with some of the most frequently asked questions, we have, What is meant by independent school district, is that the same as a public school district for these grants?

**1:31:16.2:** So Texas, just because I'm familiar with that, they have what they call ISDs which are independent school districts. In some states, you have school districts that have their own taxing power and they're independent from other agencies of local government. Here in Virginia where I live, the school district is part of the county or city or town government, and so the taxing power comes from the county or city. And so that's the difference between a couple of the school districts. You would know, basically, if you're an ISD. Specifically, it's in the name of your school district, typically. That may not be always the question. If you have any doubt as to rather you actually are an independent school district, I would recommend you contact your local government that you report to and they can tell you for sure.



**1:32:16.7:** I see that we are also getting a few questions about if community colleges are eligible to receive funds under any of these grant solicitations?

**1:32:27.5:** They're not eligible to receive funds to do a project on their community college campus. There is a possibility that a community college has the capacity to implement some type of training program or something on a school, K-12 campus, or the K-12 school district, they would be eligible for that, but not for something on their individual campus related to their higher ed students.

**1:32:50.0:** Great, thanks.

**1:32:51.9:** I just wanna add. So that definitely applies to COPS. If there's a situation where the college runs a K-12 school, haven't seen that in a while but it has come up before, that would be a nuance for that with COPS. In general, no higher education institutions are not eligible, but if there's kind of a K-12 elementary school or something like that being operated in a campus, that would be where SVPP could be used.

**1:33:31.9:** Thanks for that. In the COPS section in particular, we were getting some questions from folks who are, maybe they're at a police department within a school, and they're wondering if they apply as a school or as a police department.

**1:33:46.9:** We leave that entirely up to you if the school wants to apply or if the school police department wants to apply. You would both be eligible. You would not both get the award because we would see that it's the same project. I would say decide between you who's gonna apply, submit the one application, and we'll take it from there. But the school police department could apply if they wanted to.

**1:34:15.6:** Thanks for that. What do you have your hand up for, David?

**1:34:20.6:** I just saw something pop up that was a related question to what we were just talking about. Someone from Virginia talked about their... Can their school district apply? They're considered a unit of local government, so say Chesterfield County Public Schools, Loudoun County Public Schools, whatever the case might be, they can be an applicant on their own. Yes.

**1:34:42.4:** Great, thanks. And there's another clarifying question that just came up in that chat that, "Can a college serve as a fiscal agent, if the faculty member and all the work will occur in a local K-12 school?"



**1:34:55.9:** Yes, we have colleges and universities that are fiscal agents. As long as the project being implemented is being implemented on a K-12 school or school environment.

**1:35:06.5:** Great, thank you. Alright. I'm gonna skip down to a question specifically for Scott around the OJJDP solicitation. This is about the local coordinator requirement. "Does the local coordinator need to be an employee of the fiscal agency or the agency submitting the proposal?"

**1:35:26.3:** No. They need to be included in the budget that's submitted as a part of the overall project design, so it needs to be supported by the funding that ultimately would be awarded, but it does not have to be the direct fiscal agent that applies.

**1:35:44.3:** Great, thank you. Looking at a question here... There are a couple of questions that came up around memorandum of understandings, MOUs, both in relation to BJA and OJJDP. So I'm gonna read this question was... I think this is the best one. "So the OJJDP MOU requirement requires fully signed MOUs by the close of the solicitation for the best consideration. Is that true?"

**1:36:14.8:** No. So we do... We will give priority consideration for those that have a fully articulated and executed MOU as part of their submission. It's not a basic minimum requirement for them to go into a peer review process, but it will give you the best consideration, given that you will be given that priority consideration. That is a true statement. But it should not discourage sites that are not able to fully articulate from getting what they can together and submitting it as part of their application process, because we understand that it's a difficult process that requires time, and time's limited. So we're cognizant of that, so don't feel that you shouldn't put in the effort, if you're unable to get a fully articulated MOU, because not everyone that's funded is gonna be funded because they received priority consideration, I will guarantee you that.

**1:37:06.5:** Thanks, Scott. And similarly for BJA, David, can you talk a little bit about any MOU requirements this year for the BJA solicitation?

**1:37:18.6:** So unlike the last two years, we are not requiring an MOU for Behavioral Threat Assessment implementation, or for Anonymous Reporting System implementation. You do have the option to do that. We do not have priority considerations. It is a way that you as an applicant can demonstrate that you have buy-in from your partners in those types of projects. You have the choice of either explaining very thoroughly in your narrative how those folks have agreed to work with you, but you can do the MOU understanding it can take more 60 days. You can supply an MOU that's not fully executed i.e., signed, but at least needs to include the names of the people that would be signing it if you receive an award.

**1:38:13.5:** Thanks, David. There are a lot more questions that we could go through, but I'm gonna skip down to just a couple of JustGrants questions, since those apply across the board here. We're getting some folks asking when the application will be posted on JustGrants? I don't know if anyone wants to take that question.

**1:38:33.1:** So for COPS, I'm sure it's the same for BJA, but once you finish your grants.gov portion, grants.gov validates your information. As David mentioned, the system now works such that whatever amount you enter on your 424 must also match once you start entering your budget. But once you finish grants.gov, it's validated. You'll get what's probably considered an invite email into JustGrants, and then you'll be able to access the application to SVPP for sure via that. So I wanna make sure everyone understands, there's three different applications at work here. So you'll fill out a 424 for each program, and you'll fill out a JustGrants portion for each program.

**1:39:24.0:** Thanks, Lynette. That's a nice segue into another question here. We're having some folks who are asking for some clarification around what kinds of projects can be submitted across the application, so I'm gonna read one here. "It sounds like we can apply for all three programs if we have different projects, but how likely are we to be funded for more than one program across the three agencies?"

**1:39:52.0:** That's the crystal ball, right? [chuckle]

**1:39:57.2:** So I'll start, and I'll let Scott and Lynette jump in. All of us are using some type of scoring procedure. JJ's is similar to BJAs, in that we use peer review. I think that's correct. You're using peer review, too, Scott?

**1:40:13.5:** Yes.

**1:40:16.0:** And it depends on the quality... At that point, it's the quality of the application, how thoroughly you describe and talk about your implementation and design of your project and your capabilities, and all those things that I talked about earlier and that Scott addressed. So that doesn't mean that you can't be funded. Honestly, back when we were doing multiple categories in the program at BJA, and dual solicitation is one for mental health-related training and one for threat assessment, we had applicants that applied under both that were receiving awards under both. It all depends on the quality of your application, as far as BJA's concerned.

**1:41:00.8:** Yeah, and for OJJDP, similar response. We've had a couple of solicitations. We've had respondents come in in the top tier for several solicitations within a given fiscal year.

What we do as an office internal... Or JJ, just for example, look at... Okay, what one is... We do like to try to spread a little bit of the effort, so we might... We have funded the same jurisdiction across multiple solicitations in the past within the same fiscal year. But I think the bottom line really is gonna be your ability to articulate a quality initiative that is distinct from these other initiatives, because at the end of the day, if you're able to do that and you come up strong in terms of peer review, then you're gonna be highly competitive, but if you... We've had a situation where we've had a very similar initiative. It was called something different, but it had some of the same elements come in. That, then, at least for JJ's perspective, if we have two JJ pieces open, for example, it would make us internally within JJ say, "Okay, which one really fits more with which solicitation?" So it's a little bit subjective, but clearly it's gonna be based on your alignment with very distinct deliverables and project design.

**1:42:29.9:** Yeah, and COPS is a little bit of both of those. When you submit your data, your data is scored, and you receive a score that's relative to everyone that's applied, so that does come first. So that's how we assess your need and, well, your physical... Your security need as well as your financial need. So you do... The scoring is separate, as David was saying. Now, a couple of years, there have been agencies who've made both the COPS funding list as well as BJA, but that's... Because those agencies provided each office separate quality applications. So it all works together in some ways, but remember, again, what you ask COPS for has to be different from what you're asking BJA for, simply based on the statute. We're not authorized to fund the same items, even if we do fund the same entity in the fiscal year.

**1:43:39.2:** Thank you all. I'm getting a number of questions in the chat around if any of these grants can be used to fund school resource officers? I don't know if somebody wants to start?

**1:43:52.6:** Speaking specifically for BJA, as with the COPS office, Lynette mentioned that you cannot use STOP funding to hire new SROs. That's the case also for BJA. If you are using SROs and they're gonna be part of your project and what their duties are, an existing SRO, if their duties will be beyond what they would normally be doing, you're adding additional duties to them? Then you can use funding to pay for their overtime. We do allow that. But you cannot use it to hire a new SRO.

**1:44:28.5:** Correct. Secure... Sorry, Scott. Security officers nor SROs are eligible for funding. The COPS hiring program, however, is open, and one of the categories is School Resource Officers. So anyone who is looking for SROs, I would encourage you to look at our website, look at that solicitation, and see if... That the requirements of that solicitation are



something you'd be able to manage. But that would be how you would apply for SROs through COPS, the chip program.

**1:45:06.9:** Yeah. And that's the same for JJ. No, you can't utilize that stock funding, which is the funding that's supporting our initiative within OJJDP, and cannot be used for SROs. You could... Some communities have community engagement officers that are non-sworn. That is... That's something that could be considered, but not sworn law enforcement.

**1:45:32.9:** Alright, thank you.

**1:45:34.7:** Alright. I just wanted to add to that. Now, that's not... I'm not saying... You can definitely request training for your SROs, but their salary benefits would not be eligible. But definitely if you're looking to increase your SROs training, that would absolutely be allowed.

**1:46:00.4:** Great, thank you. I recognize we are over time and we're coming up here, so I know we... Some of us have hard stops. So I am gonna ask a final question to our panelists, and if you all have resources around where folks can see examples of projects, be that examples of current projects for BJA and COPS, there's a place for folks to go look at those, or if you have a place you recommend finding evidence-based programs to look at as examples. I will start with David.

**1:46:32.8:** So we typically don't have posted previously funded applications. I can tell you that if you're looking for an example of how to craft a good application, the resource I mentioned earlier from the National Center, Connecting The Dots, is a good resource to start. BJ is always happy to answer any questions. We can't write these applications for you, but we can tell you what will help in writing a successful application. We have all the resources, grant writing resources on our website, and I'm happy to share those with you if you contact me through the... I think the email address on our slide. I'm happy to send you the links to those resources that we have on our website about writing successful grants, and so I'm happy to answer any questions you might have. And I know that a lot of you probably haven't had your questions answered here. Emily's going shuttle those over to us, and we'll respond to you as best we can.

**1:47:39.8:** Just real quick For OJJDP, the model programs guide is probably the best evidence-based resource. The link is there in the slides. If you go to [ojjdp.gov](http://ojjdp.gov) and you cycle through our [ncjrs.gov](http://ncjrs.gov), and you cycle through a model programs guide, that will give you evidence-based resources around developing strategies. And I think they're really gonna be... They'll get you thinking about ways that you can build some of these partnerships, and that you might not have thought about previously. And certainly, [crimesolutions.gov](http://crimesolutions.gov) is an



awesome additional resource for evidence-based programming. Lynette, I don't know if you have anything to add?

**1:48:25.4:** Yes, just real quick. So the COPS office for this program, we don't provide sample applications, only because the requirements may change from year to year, so what we were looking at in 2021 may not necessarily benefit you this year. However, the solicitation lays out everything that we're looking for, what we're able to fund, several examples of things we're able to fund... So I encourage that. I sent a message in the chat to Emily. I meant to send it to the whole group, but there's the SVPP box, so feel free to send anything there, and we can discuss, or give us a call. We're not gonna give you specific help, but we can definitely at least make sure you're within the scope of what we're able to fund, so if... It's just the best use of your time, in terms of crafting an application and submitting it. But yeah, just... We have to ask RC. They would happily help with any questions you may have.

**1:49:35.1:** But that's the best way to get at what we're looking for, the solicitation and just calling us, emailing us, talking it through. I did wanna also say, I saw a question at the end. I know we'll probably not gonna get to it, but when you go in our solicitation, the questions for the survey are all at the very end of the PDF, so you'll be able to see everything before you even log into JustGrants. So I did see that. I wanted to make sure that got answered.

**1:50:04.8:** Thanks, Lynette. Scott, David, Lynette, any final things you want to tell folks this afternoon?

**1:50:15.5:** I just had one quick thing... I'm sorry, David. Go ahead.

**1:50:21.4:** No, go ahead. Go ahead.

**1:50:23.4:** I just think that in my 24 years of federal service, the one thing that I always struggle with that I think that we don't do a really great job of is... And I'll take that personally, not David or Lynette but me... I don't think that we, in terms of writing the solicitations do an amazing job of expressing to interested parties to be creative and really... Like, if you have a particular thing that you wanna do, and it ties in with the objective, to really articulate and hone in on those specific creative pieces is really helpful, because it really speaks to your dedication and your commitment to that particular initiative, and I've found that many communities are reluctant to really utilize language that maybe isn't 100% consistent with the goals or objectives, even though they may be in line, very much so, because they feel that it might be a little off-base. And so I really encourage communities to come to the solicitation with your community-oriented, localized approach to responding to the solicitation, and we really encourage you to use that language. That's all. Sorry.



**1:51:34.5:** Thanks, Scott. Yeah, I just want to kind of echo what he said, but for BJA, we're... And I've tried to stress this. I've been doing this program since 2019, and I've tried to stress to folks that you want to be as fully... Express as much information as you can in the limited amount of pages that you have on how this meets your total school security plan, why this will enhance what you're already doing, what your gaps are, and how this fills those gaps. And I think that the successful applicants have been the ones who make the case, "Here's where our problem is, here's what we've done to address it, here's what we still need to do, and this is how this amount of money will help us reach that goal."

**1:52:32.4:** Same for us. I just wanna thank everyone for coming today. I know there's a big crowd here, so that's exciting, and we hope that if you have questions about... Still have questions about the differences, definitely reach out to us. In terms of COPS, we take every application on its own. So while your data and all that are relative to everyone else in the pool, we do recognize that the country is vast, and there are various levels of how things work. So we take each application that we review into account. So don't... If you are just looking for a little less than another agency, don't be discouraged, thinking maybe your project is too small, and even make sure on the flip side of that, your project may be too large to ask. We don't look at it that way. We look at the information you submit, what you're trying to accomplish, are you... Does it seem like something we could fund that will increase the outcomes that we lay out in the solicitation? So definitely I wanna encourage anyone to just... You won't know unless you apply. So please definitely do so. And again, reach out if you have any questions before you hit submit on June 14th and June 21st.

**1:54:05.2:** Well, thank you three for being with us, and thanks everyone for joining this afternoon. We will make sure that this recording gets out to all of you, so that you'll have the recording and the transcript, and I will be sharing all of your questions with David and Scott and Lynette, and we will work to make sure that we get answers out. And we appreciate all of you for your thoughtful questions and your time, and I know David and Scott and Lynette are looking forward to hearing more from you all if you have questions. So thank you so much.

**1:54:36.1:** Thank you.