



GREENLIGHTS GRANT INITIATIVE

A PROJECT OF THE JUST KEEP LIVIN FOUNDATION



BJA Student, Teachers, and Officers Preventing (STOP) School Violence Program - *Training #2:* *Solicitation Walk-Through*

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About the Presenter



- ❖ 20 years experience writing and reviewing federal grants
- ❖ Former grant reviewer for the Department of Health and Human Services
- ❖ Credentialed Grant Professional (GPC)
- ❖ Approved Trainer from Grant Professionals Association presenting grant-related trainings through national and local associations



Learning Objectives

- ✓ Understand the core elements of the BJA STOP School Violence Program Competitive Notice of Funding Opportunity (NOFO).
- ✓ Understand how to create a high-quality programs and highly competitive proposal.
- ✓ Understand resources, tools, and templates to assist in proposal development.

Background of BJA STOP School Violence Program

- STOP School Violence Act of 2018
- BJA and COPS offer STOP grants for eligible projects
- Key difference in **scope of activities**
 - BJA STOP funds may **not** be used to purchase target hardening equipment nor to hire armed security officers.

Purpose

- Improve K-12 school safety by providing students and teachers with the tools they need to recognize, respond quickly to, and prevent acts of violence and ensure a positive school climate.
- STOP Program Awards:
 - [FY 2023: BJA's STOP School Violence Program](#)
 - [FY 2022: BJA's STOP School Violence Program](#)

6 Basics of BJA STOP School Violence

Deadline: Step 1: Grants.gov – June 12, 2024 8:59 pm ET

Step 2: JustGrants – June 20, 2024 8:59 pm ET

Project Period: 36 months

Range: \$400,000 to \$1,000,000

Size: \$700,000 (each year of funding requested)

Eligibility

Criteria	Category 1	Category 2
Eligibility	<ul style="list-style-type: none"> State governments Public- and state-controlled institutions of higher education 	<ul style="list-style-type: none"> City or township governments County governments Native American tribal governments (federally recognized) Nonprofits having a 501(c)(3) status with the IRS, other than institutions of higher education Nonprofits that do not have a 501(c)(3) status with the IRS, other than institutions of higher education Private institutions of higher education Independent school districts Other – units of local government
Maximum Amount per Award	<ul style="list-style-type: none"> Up to \$2,000,000 	<ul style="list-style-type: none"> Up to \$1,000,000
Anticipated Number of Awards	<ul style="list-style-type: none"> Up to 10 	<ul style="list-style-type: none"> Up to 69

Scope of Activities (Cont'd.)

Area	Activity
(1) Develop and operate technology solutions.	<ul style="list-style-type: none"> • Anonymous reporting systems (ARS) for threats of school violence, which can include mobile telephone applications; hotlines, websites, other.
(2) Develop and implement multidisciplinary behavioral threat assessment (BTA) and/or intervention teams	<ul style="list-style-type: none"> • Coordinate with law enforcement agencies, behavioral health specialists, community stakeholders, and school personnel. • Research partner in the project team and associated expenses.
(3) Train school personnel and educate students on preventing school violence, including strategies to improve a school climate.	<ul style="list-style-type: none"> • Trainings for school officials (mental health crises, social emotional learning, bullying prevention, suicide prevention, etc.) • Responses to mental health crisis should be trauma informed, protect student privacy rights, and involve mental health professionals. • Consider audiences, partners (youth-serving organizations, law enforcement), and students

Scope of Activities (Cont'd.)

Area	Activity
<p>(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.</p>	<ul style="list-style-type: none"> • Trainings should include: 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. • Additional training topics: Incident reporting and data collection, Procedural justice principles and practices, Implications of trauma and trauma-informed interaction with youth, IEPs, Working with specific groups of students, FERPA, etc. • Non-training activities: Policy development, Performance metrics development, Enhanced data collection.

Scope of Activities (Cont'd.)

Area	Activity
<p>(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.</p>	<ul style="list-style-type: none"> • Hires can work independently in the school or as part of an SRO co-responder model. Funds may not be used to hire new SROs. • Include steps to be taken take to sustain the position(s) when grant funds are exhausted. • Include mechanisms to support dedicated staff time for training, hiring a full-time safety coordinator, and setting aside time for implementation and sustainability planning. • Identify specific training for new hires. • If proposing behavioral threat assessments, intervention teams, and/or operating technology solutions, ensure implementation strategies, policies, and protocols address critical issues.

Scope of Activities (Cont'd.)

Area	Activity
(6) Implement community violence intervention strategies in a school setting.	<ul style="list-style-type: none"> Partnerships with community-based organizations and community violence intervention practitioners to reduce violent crime in and around schools.
(7) Implement simulation-based experiential learning. Applicants may implement training and professional development for faculty and staff through use of fully immersive virtual reality-based technology.	<p>Training must:</p> <ul style="list-style-type: none"> Improve responses to school-based incidents (e.g., bullying, other classroom management scenarios). Immersive situations where participants face scenarios in a virtual world that require critical decision making and use of evidence-based de-escalation and crisis intervention practices. <p>Technology implemented must include research partner and may not be used to simulate law enforcement or school responses to active shooter training.</p>

Scope of Activities (Cont'd.)

Area	Activity
<p>(8) Partner with local law enforcement to develop information-sharing practices and protocols that allow law enforcement, school practitioners, community-based support service providers, and others to regularly share information around violent crime outside of the school environment.</p>	<ul style="list-style-type: none"> • Intent is to create a “handle with care” program for students. • Examples of this information sharing – <ul style="list-style-type: none"> • Providing the school with the location of major crimes. • Homicides. • Nonfatal shootings within the catchment area of a student. <p>The school implements individual, class, and whole-school trauma-sensitive strategies so that potentially traumatized children are “handled with care.”</p>

Scope of Activities (Cont'd.)

Area	Activity
(8) Support school-based diagnostic mental health services or school-based mental health treatment services.	<ul style="list-style-type: none">• Provide school-based assessment services to evaluate students for mental health disorders and school-based mental health treatment services for students experiencing mental health disorders.

Priority Consideration

Priority Consideration for applicant addressing tenets of **digital trust**

- How the technology will be carefully implemented through the training of personnel and the setting of enforcement of policies governing its use to ensure that it contributes to positive outcomes for public safety, the community, and/or the criminal justice system.
- How the applicant will safeguard privacy, civil rights, and civil liberties throughout the duration of the project period.

Application Components

Application Step 1

- ✓ SF-424 and SF-LLL in Grants.gov

Application Step 2

Application Components

- ✓ Entity and User Verification (First Time Applicant)
- ✓ Standard Applicant Information (SF-424 information from Grants.gov)
- ✓ Project Abstract
- ✓ Proposal Narrative (15 page limit)
- ✓ Application Goals, Objectives, Deliverables, and Timeline web-based form

Budget and Associated Documents

- ✓ Budget Detail Narrative and web-based form
- ✓ Financial Management and System of Internal Controls Questionnaire
- ✓ Indirect Cost Rate Agreement (if applicable)
- ✓ Disclosure of Process related to Executive Compensation (if applicable)

Additional Application Components

- ✓ Tribal Authorizing Resolution (if applicable)
- ✓ Research and Evaluation Independence and Integrity (if applicable)
- ✓ Request and Justification for Employee Compensation; Waiver (if applicable)
- ✓ Memorandums of Understanding (if applicable)

Application Components

Application Step 2

Additional Application Components (Cont'd.)

- ✓ Letters of Support (if applicable)
- ✓ Resumes of Key Personnel (if applicable)
- ✓ List of Procurement Contracts (if applicable)
- ✓ Request to use incentives, stipends, or food (if applicable)
- ✓ Application Goals, Objectives, Deliverables, and Timeline web-based form

Disclosures and Assurances

- ✓ Disclosure of Lobbying Activities (SF-LLL)
- ✓ Applicant Disclosure of Duplication in Cost Items
- ✓ DOJ Certified Standard Assurances
- ✓ DOJ Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; Drug-Free Workplace Requirements; Law Enforcement and Community Policing
- ✓ Applicant Disclosure and Justification – DOJ High-Risk Grantees (if applicable)

What Needs to be Worked on Early

- ✓ Data Collection
- ✓ Partnerships
- ✓ Project Design
- ✓ Budget Planning (including financial management questionnaire)

Statement of the Problem/Description of the Issue (20%)

- **Data Analysis:** What story is the data telling you?
- **Identification of Gaps:** What are the gaps, weaknesses, or opportunities?
- **Impact Analysis:** What impact is this having on students? On the school community?
- **Stakeholder Engagement:** What are students, parents, teachers, school administrators and safety personnel, local law enforcement, etc. saying about the problem and solution?

Project Goals and Objectives (10%)

- Proposed solution to address identified needs
- Outline the goals and objectives
- Align with goals, objectives, and deliverables form in JustGrants

Project Design and Implementation (30%)

- Clear goals, objectives, specific activities and methods aligned with identified needs
- Identification and justification of selected school(s)/district(s) with Letters of Support
- Evidence of partnerships - law enforcement
- Timeline with three-month planning period
- Address priority area (if applicable)

Capabilities and Competencies (20%)

- Applicant's administrative and technical capacity
- Capabilities and competencies of key individuals
- Priority 1B: (1) How being or funding a population specific organization (minimum 40%) enhances **capability and competency** to meet population's unique needs; (2) **population(s) to be served**; (3) information that organization is specifically **designed to serve and meet needs of population**

Plan for Collecting the Data Required for NOFO's Performance Measures (5%)

- Plan to collect, track, accurately report, and analyze data
- Who will collect data, who is responsible for performance, and how information will guide and evaluate project's impact
- [STOP Performance measures](#)

Sustainability (10%)

- Plan to collect, track, accurately report, and analyze data
- Who will collect data, who is responsible for performance, and how information will guide and evaluate project's impact
- STOP Performance measures

Budget (15%)

Included:

- Personnel
- Fringe benefit
- Travel (one trip to D.C.)
- Equipment
- Supplies
- Subawards (Priority 1B)
- Contracts
- Other
- Indirect

Excluded/Restrictions:

- Unallowable: Target hardening (e.g., security cameras, metal detectors, fencing, etc.)
- Restrictions: Incentives, stipends, food

Other Application Components

- ✓ Proposal Abstract (required)
- ✓ Application Goals, Objectives, Deliverables and Timeline (required)
- ✓ Resumes of Key Personnel (if applicable)
- ✓ Letters of Support, MOUs/Other Supportive Documents (if applicable)
- ✓ Financial Management and System of Internal Controls Questionnaire (required)
- ✓ Applicant Disclosure and Justification (if applicable)
- ✓ Disclosure of Process related to Executive Compensation (if applicable)
- ✓ Request and Justification for Employee Compensation (if applicable) – [Federal Government's SES salary table](#)
- ✓ Indirect Cost Rate Agreement (if applicable)
- ✓ Request to use incentives, stipends, or food (if applicable)
- ✓ List of Procurement Contracts (if applicable)
- ✓ Research and Evaluation Independence and Integrity
- ✓ Disclosures and Assurances

Application Resources

- ✓ [OJP Application Resource Guide](#)
- ✓ [DOJ Financial Guide](#)
- ✓ [BJA STOP School Violence webpage](#)
- ✓ [STOP Grant Awards Map](#)
- ✓ [JustGrants Resources Website](#)
- ✓ [JustGrants Application Submission Training](#)

Assignment

- Complete Data Needs worksheet
- Read example of successful proposal





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End/ Thank you

