

FY21 BJA STOP Solicitation Webinar Transcript

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Brent Miller: All right, hi everyone, it's 2pm Eastern. We can get started. My name is Brent Miller. I'm an instructional designer at the National Center for School Safety, or NCSS. If you haven't heard of us, we are BJA's training and technical assistance provider and we work with grantees to provide support as needed throughout their grant period.

Before I hand it over to David, I want to go over a few housekeeping items. Number one: The presentation is being recorded. It will be available for on demand viewing later. Everyone who's joined us today is in listen only mode, so we can't see or hear you. The "raise hand" feature is off as well. But we do encourage you to share your questions throughout the presentation using the chat box feature. We will have plenty of time at the end to answer your questions, so please use the chat to ask those. And I'll share these reminders in the chat as well, so you have a visual. With that I would love to hand it over to David Adams.

David Adams: Thank you everyone for taking time out of your day to join us for today's STOP School Violence solicitation funding webinar. I'm David Adams, I am the senior policy advisor responsible for oversight of the program. I'm in the policy office at BJA. If any of you are currently grantees of BJA, either of the STOP program or other programs, you also know that you have an individual grant manager that manages your program and your grant on the financial side. I am on the policy side. We're the ones who develop the solicitations and things like that.

I'm going to go ahead and cut my video off just so I don't have any problems with lag time on my laptop while I'm doing the webinar. But I did want you to at least have an opportunity to see me here at the beginning. And you can go to the next slide, Brent.

This year's solicitation is similar to last year's solicitation. There were some minor changes. This year solicitation has \$74 million available. You can see the eligibility on the screen. It's similar to last year's. States, units of local government, public agencies, which include school districts, towns, cities, you know, local departments, whether it be health departments, police departments, school divisions. So it's similar to last year. Next slide.



Projects can be for up to 36 months. You'll state which category you're applying to. Unlike last year when we had four categories, this year there are simply two categories. Category one is for state applicants and that would be state agencies like a State Department of Education, State Department of Homeland Security, a publicly supported state college or university, as long as the state colleges and universities are looking to implement a program at a K through 12 environment. STOP funds cannot be used for safety projects on a college campus. Category two is for all other applicants. That's your nonprofits or local agencies, and the other eligible applicants that were on the previous slide. There is no match requirement again this year.

And, as always, we are looking for evidence-based strategies and programs. Later in the presentation you'll find links to CrimeSolutions.gov, which is an OJP list of what we believe are evidence-based programs. There are other evidence-based programs out there. Some programs have had independent evaluations that show evidence that they can be effective.

You can also partner and have a subaward or a contract with eligible applicants. So let's say you're a nonprofit organization and you're the applicant, but you can partner with units of local government or tribal organizations. If you're a unit of local government, you can partner with nonprofit organizations, including private schools. Also nonprofit organizations, including private schools, are eligible to be the fiscal agent as well. Next slide.

Again that's just emphasizing the entities that are eligible to apply. Your public agencies there do cover a number of different types of local agencies that can be involved in school safety projects. And so that's the eligibility. Next slide.

This slide just kind of emphasizes what is considered a state. Besides the entities I mentioned earlier, it also means the District of Columbia qualifies as a state. The Commonwealth of Puerto Rico or any territory of the United States would come in under the state category. Private K through 12 schools, including private charter schools, should apply as nonprofits. Public charter schools should apply as independent school districts. And, of course, the information is there for Native American tribes. Next.

So this year, as I mentioned, we only have the categories based on eligible applicants. As we have done in previous years, we've looked at the types of proposals we've received and we try to improve the program from one year to the next. This year it's the same types of projects being funded, so it would be school climate improvement training, whether that be mental health awareness type of training, social-emotional learning type training, anti-bullying training, the GREAT program, which is the Gang Resistance Education and Training program, because it also has component in it of anti-bullying and other things that could be considered improving school climate. You can also apply to implement or support

threat assessment teams, crisis intervention teams, or you can apply to implement a technology solution such as anonymous reporting systems or other technology solutions that are shown to improve school safety. Your crisis intervention teams must coordinate with law enforcement agencies and school personnel. And you can apply to do one of the eligible activities, two of the eligible activities, or you can apply to do all three. We're looking to see applications that take a holistic approach to school safety, so if you're applying to just deliver training type programs, you'd want to talk in your program narrative about how that type of training plays into your overall school safety strategy. The same with your threat assessment teams or with your technology solutions. Next slide.

Category two is all the other applicants and you do the same type of activities. Again, you can apply to implement one type of activity or multiple activities, but we want to see you discuss in your program narrative how what you're proposing to do plays into your overall schools safety strategy. Now if you're a nonprofit organization and you're partnering with a school, you will be talking about how what you're proposing to do plays into that school or those schools or that school district's overall school safety strategy. Next slide.

Category two applicants who are proposing to implement threat assessment or intervention teams or technology solutions must include in their application materials a Memorandum of Understanding between the lead law enforcement agency and the corresponding lead school official or other members of the multidisciplinary team. And you'll outline the roles and responsibilities of all parties involved as well as any specific funding amounts, if applicable. And later on I'll talk about additional details regarding the MOU, but category two, which means your local applicants, must have an MOU. And we've crafted it this way because typically if state applicants are creating an anonymous reporting system that they want their local districts to use so they're not actually working with law enforcement, they're creating the service or the app and then they're working with their localities to implement that particular app. And your local agencies would be the ones that would be working with law enforcement to determine what happens when you have a credible threat, but your states are usually just the "app store." I kind of look at it as your app store, like Apple or Google, where you have app developers. So in this case, a state would be like an app developer and they're making something available to their local school divisions in the state. Next slide.

So let's talk about what a lead law enforcement agency means. That's a police department, sheriff's department, or independent school district police department with the responsibility to respond to incidents in that school district. If your project is going to include more than one school district, then your MOU must include agreements between the school district and the law enforcement agencies in that district that would be the first responder if an incident were to occur at that school district. We have seen in the past

applications that come in and they'll be working with multiple school districts. Based on our past experience we urge applicants to look at what it is they're looking to do so that they're not biting off more than they can chew, so to speak. So rather than trying to work with 25 different school districts, why don't you look at what it is you want to deliver and figure out what you have the capacity to be able to do, and then craft your proposal around that type of activity. Applicants should not be looking to maximize the amount of money they can get based on the number of folks that they are working with. You should look at what your capacity is to be able to implement a project successfully and then build your application and your budget based on what it is so you can actually do it with the resources that you have. Next slide.

So you might ask, "Why do I need an MOU?" BJA has determined that schools and school safety is not an activity with just the school district and it's not just an activity with law enforcement. It's a group effort. And because we want to ensure that the proposals that come to us are proposals that have buy-in from everyone in the project, the MOU is a process where you can sit down with the folks that you're looking to work with and develop roles and responsibilities based on the project and get buy-in from everyone and say, "Yes, this is what we're willing to do to assist you in what it is you're going to deliver." And then you have the folks sign off on that as an agreement that they will all participate and work together to make it a successful project. Next slide.

And the same goes for technology projects. We talked about evidence-based before and there's a RAND study that talks about how schools need better information on what works. And so we believe that by implementing projects that have buy-in from everyone you have a better chance of success and keeping the students in your school that you're responsible for safe. Next slide.

So what should you include in the MOU? You want to have the purpose of the project. A purpose statement would describe what the agencies organizations are entering into a partnership to do. You'll talk about the effective date of the agreement and how it will cover the term of the award. It will contain language regarding the annual renewal if that's necessary. Sometimes that's a requirement in a particular area that you may be in in the country. We have had applicants submit MOUs that were long standing and they added an addendum to that long standing MOU that covers the actual work that's being done in the project that's allowable, too. But you need to have a document that everyone has agreed to. You'll talk about the description of partner roles and responsibilities and include the roles of the school, the school district, and law enforcement agencies. If you've got a mental health department that's also part of your multidisciplinary team, all the folks involved will be having a role and responsibility based on what the project is you're implementing. And then the signatures must be signed and dated by everyone involved.



School officials will give the general education oversight and decision making authority to the project. So that's what we're looking for in your MOU. We're trying to make this as simple a process as it can be with at the same time making it as thorough as it can be, so that all the folks know what their roles and responsibilities are for those projects that require the MOU. Next.

Also, budgetary information. If some of your partners are receiving some of the proceeds of the award you would mention that in there as well. Now we understand that in some cases, a completion of an MOU can take more than the amount of time that we are allowing in the application process. So understanding that, we will allow you to upload a draft MOU to qualify as the requirement of the MOU with your application material. But it must include the names and titles of all parties that will be signing the document. Do not upload a template of an MOU that does not include those items. Draft MOUs don't include the name and title of the individuals that will sign the actual document if you receive an award will be considered non-responsive to the solicitation and it will be scored accordingly by the peer review panel. A special condition is going to be added to your award if you're required to have an MOU. That will remain in effect until the signed document is provided after the award is made. And of course you'll submit that just like you do other additional documents as part of your application in JustGrants. Next.

We're expecting to make approximately 150 awards, depending on the amount of the request we receive dollar-wise. In other words, it depends on if a lot of applicants will submit a request that doesn't ask for the maximum amount and we could make more than 150 awards. But we're estimating that's what we think will make it. States can apply for up to \$2 million. Local governments, public agencies, all other applicants in category two can apply for up to \$1 million. Again, we're anticipating that we will award up to \$74 million. You would begin the project on October 1, 2021, or that's the start date of the award. And the period of performance would be for 36 months. Now, I will tell you that this year the solicitation came out late and while the award date may be October 1, it is possible that you may not have access to your funds on October 1. And so there are processes in place at BJA so you do get the full three years, and it may entail the process known as a no-cost extension. But you will have three years to complete your project. Next.

Some important information to remember is that under the BJA STOP grant program, funds cannot be used for the purchase of equipment to secure schools, such as cameras, security systems, fencing lots, etc. Also, they cannot be used to pay for armed security officers or school resource officers. And let me say that they cannot be used to hire new school resource officers. They cannot be used to hire new armed security officers. There is a possibility that your project includes existing school resource officers or existing law enforcement officers that may be getting paid overtime to do something that's outside of



their normal duties as part of the project. That is allowable, you're just not allowed to use the funds to hire a new school resource officer. If you're interested in those deterrent items listed above, like cameras, security systems, fencing, locks, etc, the COP School Violence Prevention Program funds those types of items. Their solicitation is currently open. And it is open until June 22, I believe. So if you're not already aware of that program just Google "COP School Violence Prevention Program" and you can find more information about that on their website.

Please do not submit applications that are identical asking for the exact same thing to both BJA and COPs. You cannot be funded twice for something. We fund different items at BJA than what the COPs office does.

Applications that are proposing threat assessments, intervention teams, or operate technology solutions such as anonymous reporting systems should also ensure that their implementation strategies, policies, and protocols address issues such as student privacy, data security, and to make sure that they do not discriminate on race, national origin, disability, religion, and all the other items that are listed there. Next.

If you're requesting funds for implementing threat assessment teams we ask that you ensure that community stakeholders are part of the planning process, as described in the US Secret Service National Threat Assessment Center's Threat Assessment Model, and that interventions are trauma-informed as well as informed by child and adolescent development. We've got a link here to the Secret Service document mentioned and we urge you to craft your threat assessment teams based on guidance provided by the US Secret Service.

You also must ensure that improvements to be funded under the grant are protective of student privacy, as required by the FERPA which is a Family Educational Rights and Privacy Act that applicable state laws related to privacy are adhered to. And you must ensure that students are not discriminated against on race, national origin, disability, religion, or sex. And that you're limited to allow personnel in law enforcement agencies to receive student information from education records only when such disclosure is necessary to protect the health or safety of the student or other individuals necessary to prevent school violence, as listed in FERPA. Next.

This talks a little bit more about what your improvements to be funded should do under the grant. They should be consistent with a comprehensive approach to preventing school violence and promoting positive school climate. And transparent so the students, parents, guardians, and community members know what's being done and that the data necessary to monitor its effectiveness is in compliancy with privacy and non-discrimination



requirements and the individual needs of each school in which those improvements are to be made.

Applicants proposing to implement an anonymous reporting system in a state or jurisdiction that has an existing anonymous reporting system must describe in their application how the proposed ARS will complement and integrate into these efforts and will not be duplicative. For information related policies and protocols to address student privacy, we have the website to the Department of Education student privacy page, and we urge you to review that if you have any questions related to school privacy requirements. Next.

So what should your application include. First of all, you must have an abstract of no more than 400 words that summarizes your proposed project and includes the primary activities. Please do not regurgitate the language from the solicitation in your abstract. We're looking for abstracts that are clear and concise and tell us in the first couple of sentences what it is you're proposing to do. If you're proposing to deliver training tell us what the training program is you're implementing. If it's to implement an anti-bullying training, that's what I want to see at the beginning. If you're implementing threat assessment or crisis intervention teams, that's what BJA wants to see at the beginning of your abstract. The same with anonymous reporting systems. If you're going to do multiple strategies in your project, BJA wants to see that at the very beginning of the abstract.

You also have to have the project narrative that includes the description of the issue, project design, and implementation. You will talk about the capabilities and competencies of those involved in the project. You can include resumes as separate attachments that do not go against the page limit that you have. In the project narrative you'll talk about who is responsible for collecting the data required for your performance measures. And then you'll talk briefly about your plan for sustaining the project after federal funds are expended. Next.

In the project narrative completely describe the strategy that addresses the needs identified in the description of the issue. You should be specific when listing the proposed projects activities and describe how they relate to your stated objective. You'll talk about specific actions to be undertaken to fulfill the program objectives and reach the program goal. And please do not provide vague generalities, be specific. Provide detailed descriptions 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 and school districts where the project will be implemented and include letters of support for the project from the schools or school districts. If you're a nonprofit that's applying and you're going to be working with

other school districts, include a description of why the schools were selected. Describe how the grant funding will address the strategy proposed and the benefits that it will have to the school districts. Include how that proposed project fits into the overall school safety strategy of the school or school districts and how the project will ensure compliance with all applicable privacy and civil rights laws. If you're including proposals for more than one area or training, threat assessment technology, clearly outline the different areas and distinguish the activities within the narrative, and this should also be clearly reflected in the budget. Next slide.

So now we'll talk a little bit about the budget. You will have a budget worksheet and budget narrative that is a web-based form you'll complete in JustGrants. The amount of the federal request should match the federal request on the SF-424. And I stress that because, last year we saw some applications come in where for some reason the SF-424 only included the amount of one year of the project instead of the entire amount. If you put the amount for just the first year of your project on the SF-424, unfortunately that's the only amount you're going to receive because that's the document that is used for that. And also note that trinkets such as t-shirts, cups, wristbands, etc, that are used to raise awareness of the project are not allowable under OJP financial guidelines. That doesn't mean your project can't contain them, you just need to find another way to pay for those costs. Federal funds cannot be used to pay for those types of things. And then you'll also include the MOU, if applicable, tribal resolution, if applicable, and you also should include the timeline that you'll discuss in your project narrative. You can upload a document that describes more extensively the timeline. Some people will put a timeline or chart as a separate attachment that doesn't count against your project narrative page limit. In your narrative you'll talk about the timeline, but you can include a separate document that describes it more fully, if you like. Next slide.

There are dual deadlines this year because of the launch of JustGrants last fall. Step one: Applicants will submit the SF-424 and the SF-LLL at grants.gov. The grants.gov deadline for this solicitation is August 2, at 11:59pm. Step two is that you'll submit the full application, including attachments at JusticeGrants.usdog.gov. Read the solicitation carefully for further guidance related to that. The JustGrants deadline is August 16, at 11:59pm. OJP has numerous resources that are for applicants if they need assistance and want more information on how to do the application process. And JustGrants, I urge you to go to that website and learn more if you're not familiar with the JustGrants process. Next slide.

JustGrants offers applicants a streamlined end-to-end process that enables applicants and grantees to move seamlessly through the full grants management lifecycle. And it gives applicants and award recipients new ways to manage their entity information and that of users in the system. Next slide.



So the application submission. You'll identify the forms needed to submit the application, you'll complete a web-based budget form, you'll complete the application, including certifying the information, and then you'll submit the application. Next.

The application review process. Once the solicitation is closed, we'll first review it to ensure that it meets the basic minimum requirements as stated in the solicitation and that you have included your abstract, that you've included the program narrative, and that you've included your budget detail worksheet. All applications meeting the BMR then move forward to peer review. They're peer reviewed by a panel of three reviewers that are outside of BJA that have subject matter expertise in the area of school safety. The peer-reviewed scores are presented to BJA and then we review the application ourselves. And then based on those reviews we make recommendations to the BJA Director for funding. And the BJA Director makes the final decision and submits the recommended applications to the Principal Deputy Assistant Attorney General at OJP. And, upon approval, awards will be issued to candidates no later than September 30, 2021. Because the solicitation closes so late, it may be after September 30, but typically that's when awards are announced Next slide.

You can access tutorials and sign up for training alerts at JusticeGrants.usdoj.gov. You can learn more about DOJ's grants management and financial systems there as well. Next slide.

This slide provides technical assistance information for both grants.gov and for JustGrants. So if you need technical assistance for submitting the SF-424 or the SF-LLL. If you need technical assistance for submitting the full application in JustGrants, there's a number there to the service desk. And an applicant that experiences unforeseen grants.gov or JustGrants technical issues beyond the control of the applicant to prevent them from submitting their application by the deadline, just email the National Criminal Justice Reference Service Response Center at grants@ncjrs.gov within 24 hours after the application deadline or request approval to submit the application after the deadline. We understand that this is a different process this year than it has been in the past, but we still recommend that you try to submit your application 72 hours prior to the application deadline so that if you do encounter problems, you can get them hopefully resolved before the actual deadlines for the solicitation. Next slide.

So we also provide you some resources that we think would be helpful to you in crafting your application. Some of these are resources at our TTA center. The first one is an NIJ document that was released in April and we think that that would be especially helpful to you. We also have some resources related to engaging stakeholders in school safety, implementing evidence-based school safety programs, connecting the dots between ideas, plans, and budgets for grant writing. That's a really good resource if you're not familiar with

applying for federal grants. That's a good resource because it talks about how you come up with an idea, how you connect it to the budget process, and how everything just kind of seamlessly goes together. And then we have a resource there for getting buy-in for anonymous reporting systems and then essential elements of school threat assessment. So those are some resources that you can look at while you're crafting your application or before starting. Next slide.

At this point, I'll just give you the BJA website. The BJA STOP solicitation is available at the link there. For assistance with any questions that you might have as you're going through the application process, there's information on the response center there. Any questions they can't answer they typically will contact me and I'll get them a response to get back to you. And there's my contact information there as a program contact for the BJA STOP program. Next slide.

That's our social media. You know links to stay informed on anything related to BJA. Next slide.

And finally we've come to the point where we have questions, so I will turn it over to Brent to help with that process.

BM: David, thank you so much for walking us all through the ins and outs of the solicitation. As you can imagine, we've got a lot of questions. So the first questions are going to be about eligibility. Are current grantees eligible to apply to this funding?

DA: Grantees are eligible to apply as long as they're requesting funding. To implement something that's not currently being implemented so, in other words, you cannot ask for additional funding for a project that is currently funded. But let's say you're a state and you've implemented something in just a few school districts in your state and now you want to expand that. Maybe what your original project was was a pilot program and now you want to expand into areas not already served, you can do that. The same with a local school district. Let's say you're in a very large local school district and you only apply to implement in at-risk areas and you found success there so you want to expand it to other areas of your district, you can certainly do that as well.

BM: Thank you. If you applied last year but weren't funded, do you indicate that this is a resubmission or do you just proceed as a new application?

DA: You would submit it as a new application because there are some minor changes to this year's solicitation and so you're probably going to make some changes to that application based on the peer review feedback you received last year. And you're also making changes based on the fact that now there's only categories based on your eligibility area and you can apply under category two to do one or multiple things and you're

probably going to adjust your application to talk about how it fits into your overall school safety plan.

BM: Alright. Would local education agencies be in category two?

DA: Yes.

BM: Are local education agencies only eligible if they partner with local government?

DA: Ah, no, because you know your local education agency could be an independent school district so you can apply on your own for that.

BM: The next group of questions are going to be about partners, MOUs, and vendors. If there is an anonymous reporting system already used by an applicant's state, can they propose to use a different one?

DA: As long as you describe, as I mentioned earlier in the presentation, how what it is you're looking to implement will integrate in with what the state currently has available so it does not create duplication and, again, that's described in the solicitation, so I would point you back to the solicitation.

BM: If applicants write a specific vendor for ARS or other services into their proposal, do they still need to do a competitive bid?

DA: That would be based on what your current requirements are at the state or local level.

BM: Do applicants need to describe how they will address privacy protections and information sharing between partners related to threat assessment and ARS?

DA: So I would say that your discussion should be how your project protects the privacy concerns outlined in the solicitation. So I would say that discussion would probably include how your partners are doing that as well as how you're doing that. Ultimately you're responsible for what your partners do. If you have a subaward, I would say the relationship you have with your sub award is kind of like the relationship BJA has with you as a grantee. So you want to make sure that anything that your subawardee is doing is within the same requirements that you have to go through.

BM: So, could you talk a little bit more about the expectations for working with the TTA Center, so the National Center for School Safety. What can they provide?

DA: So they provide a wide array of training and technical assistance. They've been doing a lot of webinars over the last year or so and a lot of their assistance has been virtual, obviously, because of the situation that we've been in the last year, but they also can do individualized TTA for grantees. They are currently working with some of our current

grantees in the MOU process. They've been tasked to provide assistance for those grantees that are having difficulty getting MOUs signed because they have so many partners and so they've been working offering suggestions on how to streamline that process. They can probably talk more about what they do but I think overall that's what they've been funded by BJA to do, to provide a wide array of services related to helping you implement your projects successfully as well as providing general school safety information for the field at large.

BM: Thank you. So a couple questions about state agencies and state entities. One is do state agencies that are providing training to multiple districts need a Memorandum of Understanding with the school districts?

DA: Okay, so if you are just doing a training project, you do not require an MOU if you're simply doing training. The solicitation is clear about that. Category two, that's the local applicants, your local agencies, nonprofits, that's the category that requires an MOU. Category one does not require an MOU at all because typically states are delivering a service, they're not creating a statewide threat assessment team and they're not working to implement locally an ARS system. So that's why category one does not require any MOU, only the local agencies in all those categories. And category two is what requires an MOU and it's only for those projects that are threat assessments, crisis intervention team related and technology related.

BM: Okay, if the lead applicant is a state entity, such as a department of education, does the department of education need to provide a listing of all the schools in the state and a letter of commitment from each school within that state?

DA: No. Typically what a State Department of Education does is talk about the project they're delivering. And they would talk broadly about how many school districts are looking to make the project available to. If they're looking to implement training, let's say you're a school safety center and you're in the State Department of Criminal Justice Services. And you're going to be creating threat assessment training that you're going to deliver in the state. You're probably going to create that training and then you're going to make it available on a registration basis. So no, you would not have to go through all of that, because, as I mentioned before, states are typically doing things differently than a local agency is doing.

BM: Thank you. So do I understand that a MOU with law enforcement is not required if the grant is for training only, even if the grant is threat assessment training with law enforcement members receiving that training?

DA: BJA made the decision that training only does not require an MOU. I will say, however, because if it is a current threat assessment team, it would be. You want to outline or discuss in the application related to training and training only what it is you're delivering about the threat assessment training and how the role of law enforcement is involved in that. Threat assessment teams will include law enforcement. And a best practice with threat assessment teams is constant training and retraining because you will have people cycle on and off of a threat assessment team. So you're talking about what their role is. But if it is simply a training project or a training proposal, it does not require an MOU.

BM: Great. All right, if a nonprofit is planning to partner with a State Department of Education, would the lead law enforcement agency be the state police or highway patrol or would they need to get MOUs from every law enforcement agency and school district in the state?

DA: See this is where I would recommend that the state agency be the applicant because this is one of the things that we have experienced at BJA is an applicant will propose a project that is working with 25 school districts and that can be a very difficult task trying to corral all the folks necessary that would need to sign a document. So if you already know you're going to be working with a state agency, you might want to discuss with that state agency whether it makes more sense for them to be the fiscal agent and you to be the partner and a subaward, rather than the other way around. Because what's going to happen if you are the applicant as a nonprofit is that category two requires an MOU be part of any project that is a threat assessment team, crisis intervention team, anonymous reporting system, or technology solutions, because technology solutions can be things other than ARS, it could be digital threat assessment and things like that.

BM: Okay, so similarly, if a program is being offered statewide, do they need to provide a letter from every school who might use that program?

DA: Okay, so I'm not sure what type of applicant it is so let's say it's a state agency. State agencies don't require an MOU. Because, again, they're creating something that they're making available to their local districts. If you are a nonprofit or some other type of entity that's eligible under category two, it is strongly recommended that you limit what you're doing to your ability to carry out the project you're proposing. And because you have to tell us upfront what school districts and school division or schools or school districts you're working with, then you should be able to know who it is that you need the letters of support from. And if it's a project that requires you to be able to have those folks involved in the MOU process at a time you're submitting the application.

BM: Okay, do you have any recommendations for a provider of a technology service that can help improve school safety to maybe approach a law enforcement office or a school?

DA: Typically, if it's an anonymous reporting system, law enforcement agencies would already know that there's a possibility that there could be a credible threat that comes in from that anonymous reporting system. So my recommendation would be that the prospective applicant contacts the sheriff or chief's office to schedule a meeting to talk about "Here's what we're proposing to do, we know law enforcement needs to be involved in the case of a credible threat," and then go from there.

BM: All right, what if the school doesn't want to sign a new MOU with law enforcement because they recently ended the previous MOU and going forward the need is for them to answer ARS calls escalated to 911 only?

DA: They should have at least a document, an MOU agreement document. There are those areas of the country that require a very long official process for an MOU and then there are those who just say, "Okay, this is that Memorandum of Understanding," this is their agreement. And they state the roles and responsibilities and everybody signs off on it. If you live in an area that's that simple then I'd suggest that that's what you go do. But you need to have something signed by law enforcement that says, "Yes we're going to do this, this, or this in the event that we get a credible threat from your ARS."

BM: Thank you. So these next questions are more about the purpose areas. Would parent education or training be an allowable activity?

DA: Typically, we have urged schools to be providing training that has a captive audience and that's your students or your staff, obviously they can be required to attend training. When you get into quote parent training, you get into an area where you only get those people that are willing to come. They can't be required to come. And the idea of the school safety training is to implement strategies that your whole school community can be aware of to help protect the school community. It's not unallowable but you're going to have to make a strong case of how you're going to require or encourage all those parents to take part in that training. I would recommend that you consider training that would be helpful to the student body or to the staff of a school or school district that you know you're going to be able to have more success in delivering to than trying to require parents to come to some type of training.

BM: If someone wants to apply for training and threat assessment, is that okay to be in one application or should that be split into two?

DA: We simplified the process so that you would not have to submit two applications like you did last year. So yes, you just need to say upfront that so-and-so school district or so-and-so department of education is applying to implement school climate improvement training that includes X. And then you list what type of training you're going to be

implementing as well as implementing threat assessment solutions so that we know upfront you're doing multiple things.

BM: Is there any preference given for applications applying under category one and two or are they weighted the same if they're just in one category?

DA: So the reason we have two categories is so that state applicants are applying and competing against state applicants and then equal types of applicants are applying against each other in category two. In other words, a school district is applying and competing against other school districts so that's why we would estimate we'll make approximately 10 awards in category one which are states and then the rest of the awards would come under category two. In other words, states are competing against other states, and local agencies and nonprofits are competing against other local agencies and nonprofits.

BM: So category one involves training and supports for students and adults. Can there be a primary focus on adult training and interventions, instead of both?

DA: Well, category one includes all types of deliverables so it can be training, threat assessment, or technology, multiples of those. But, again, if you're talking about adults your training should be geared to those adults that are part of the target environment that we're looking to address based on what the original 2018 act did, and that was to train staff and faculty, law enforcement, and students.

BM: Evidence-based solutions were mentioned but is that a requirement? The program in question is currently in the process of becoming evidence-based and has a journal article. Would they qualify?

DA: You would need to explain that in your narrative. Why they have chosen that program and what process it's currently under to be evidence-based. You're not limited to just those things that are shown on CrimeSolutions.gov.

BM: Are applicants able to propose using funds for deterrent measures such as cameras?

DA: Not for BJA, no.

BM: So what are the evaluation expectations with these projects? Should there be some sort of an evaluative component? If so, what would the suggested percentage of allocated funds be to evaluation efforts?

DA: There's no requirement for an evaluation process. We obviously always like to see that you're looking to implement something that you can determine whether it actually works or not. You're not required to do an evaluation because the funds that are available to you are somewhat limited. I mean, I would suggest that you instead look at how the



performance measures that have been created will educate and inform you on how appropriate the project you have is for improving safety at your school or school district.

BM: All right. I'm just looking through some of the other questions that came through. David, we're almost out of time. Is there anything else you'd like to add, before we end today?

DA: Just if anyone wasn't able to get their questions answered, this webinar will be available on our website once the recording link is provided to us by the TTA provider. The solicitation also has this information for the resource center for any questions that you have about the solicitation. If they're not able to answer it they'll contact me and I'll get the response back to them.

We urge folks that applied last year and we're not successful to reapply. You can apply with the same application proposal with the appropriate changes based on what peer review comments said and what the current solicitation requirements are. We had a lot of applicants last year and we were only able to fund a small portion of those. We recommend that you apply again this year. This is a program that's going to be funded for several years for the foreseeable future based on the authorization language so you have a good opportunity if you continue to apply.

BM: David, thank you so much for your time. Thanks everyone for joining us today and have a good rest of your day.

DA: Thanks, team.