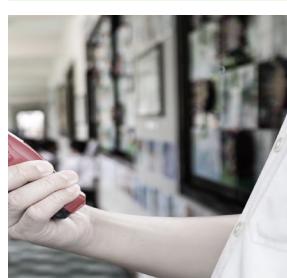
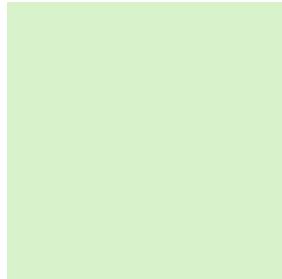
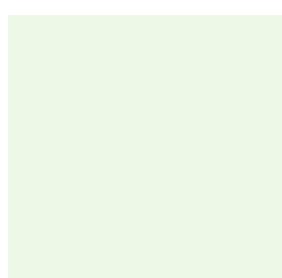
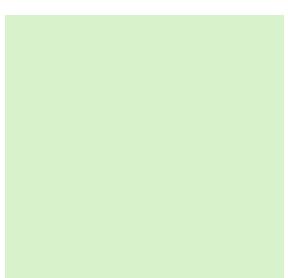




# Project Prevent

## FY 2022 Grant Competition





# Project Prevent Grant Program

The Project Prevent Grant Program provides grants to local educational agencies (LEAs) impacted by community violence to expand the capacity of LEAs to implement community- and school-based **strategies to help prevent community violence.**

**Priorities:** Eligible applicants must meet the Absolute Priority of addressing the impacts of community violence.

- Implement community-and school-based strategies to help prevent community violence and mitigate the impacts of children and youth's exposure to community violence.
- Collaborate with local community-based organizations in the implementation of the strategies.
- Include community and family engagement in the implementation of the strategies.

**Funding:** The Department estimates making 10-13 awards. The estimated range of awards is **\$250,000 to \$800,000** for each 12-month budget period for up to 5 years





## Grantee Stories



“ These are some of the highest poverty schools in our district and represent a school feeder pattern in our most violent community. We now have a vision to **improve mental health** and **increase the amount of supports** available for students exposed to pervasive violence to address their needs and **break the cycle of violence**. ”

Charleston County School District  
*South Carolina*

- Project Prevent is serving 3600+ students across seven schools
- 88% of students from low-income backgrounds



Laconia School District  
*New Hampshire*

- 1 district with 5 schools
- 57% students eligible for free/reduced meals
- High crime rate that exceeds rates for New Hampshire and the U.S.

“ I would encourage any district that does not have social workers, Licensed Alcohol and Drug Counselors, or mental health clinicians onsite in their buildings to heavily consider including that in your project. Those positions have **provided needed support** for our school counselors, nurses, and staff in supporting all the needs of our students and families that fall far outside of academics. ”



Stringtown Public Schools  
*Oklahoma*

- 1 small, rural district with approximately 225 students
- 82% of students eligible for free/reduced meals
- Closest town with mental health services is a 40-minute drive

(i) For more information on current grantees please see the [FY 2019 Project Prevent Abstracts](#)



# Application Requirements



The Project Prevent application has **six overarching application requirements**, described below. Applications must address these requirements in their Project Prevent applications.

	<i>Description</i>	<i>Requirements</i>
	<b>Severity and Magnitude of Problem: Identification of Schools to be Served by Project</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Identify schools to be served by project activities</li><li><input type="checkbox"/> Describe the community violence that affects students in those schools, including collaborating and coordinating with organizations to utilize data and information (see NIA for examples of appropriate data to include)</li><li><input type="checkbox"/> Provide a comparison of the school and community data cited to similar data at the State or local level, if available</li></ul>
	<b>Collaboration and Coordination with Community Based Organization(s)</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Describe how the applicant intends to work collaboratively with community-based organizations to achieve project goals and objectives;</li><li><input type="checkbox"/> Provide evidence of collaboration and coordination through letters of support, memoranda of agreement, or memoranda of understanding</li><li><input type="checkbox"/> Describe use of grant program funds to supplement, rather than supplant, existing or new efforts</li><li><input type="checkbox"/> Describe how the applicant utilized a formal mechanism (e.g., surveys of families and community members) to obtain community feedback during the community based organization (CBO) partner selection process and the mechanism that will be used throughout the duration of the project to gather feedback on the impact of project activities</li></ul>
	<b>Project Activities</b>	<p>Note: Applicants must propose to conduct <b>3 or more</b> of the following:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Appropriately tailored professional development opportunities for staff on screening for and responding to violence related trauma</li><li><input type="checkbox"/> Activities designed to improve the range, availability, and quality of culturally and linguistically competent, inclusive, and evidence-based school-based mental health services</li><li><input type="checkbox"/> Training for school staff, community partners, youth, and families on the effects of exposure to community violence</li><li><input type="checkbox"/> Developing or improving processes to better target services to students who are exposed to community violence and to assess such students who may be experiencing mental, social, emotional, or behavioral challenges</li><li><input type="checkbox"/> Enhancing linkages between LEA mental health services and community mental health systems</li><li><input type="checkbox"/> Undertaking activities in coordination with law enforcement to address community violence affecting students, to support victims' rights, and to promote public safety</li></ul>
	<b>Evidence Based, Culturally &amp; Linguistically Competent, and Developmentally Appropriate Practices</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Describe the continuum of evidence-based, culturally and linguistically competent, and developmentally appropriate programs and practices that will be implemented at the school and community levels (see NIA for additional detail regarding this requirement)</li><li><input type="checkbox"/> Describe the research and evidence supporting the proposed programs and practices and the expected effects on the target population</li></ul>
	<b>Framework for Planning, Implementation, and Sustainability</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Describe how the proposed project is integrated and aligned with the mission and vision of the LEA</li><li><input type="checkbox"/> Describe the anticipated challenges to success of the project and how they will be addressed</li><li><input type="checkbox"/> Include a timeline of activities for planning, implementation, and sustainability (full list provided in NIA)</li></ul>
	<b>Planning Period</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Applicants that propose a planning period must provide sufficient justification for why this program planning time is necessary, provide the intended outcomes of program planning in Year 1, and include a description of the proposed strategies and activities to be supported.</li></ul>

## Competitive Priorities



# Competitive Priorities & Selection Criteria



Project Prevent applications will be reviewed based on applicants' responses to the absolute priority described previously and two **optional** competitive preference priorities and six selection criteria, described below.



### Establishing a Partnership with Local Community Based Organization

(up to 2 points)

*An application that includes at least one memorandum of agreement (MOA) or memorandum of understanding (MOU) signed by a local community-based organization that agrees to partner with the applicant on the proposed project and provide resources or administer services*



### Supporting Children and Youth from Low-Income Backgrounds

(up to 3 points)

*In its application, an applicant must demonstrate, based on Small Area Income and Poverty Estimates (SAIPE) data from the U.S. Census Bureau or, the same State-derived equivalent of SAIPE data that the State uses to make ESEA Title I, Part A allocations:*

*- At least 20 percent (1 point), 25 percent (2 points), or 30 percent (3 points) of the students enrolled in the LEA to be served by the proposed project are from families with an income below the poverty line*



**Need:** demonstrate the magnitude of the need for services to be provided and extent to which specific gaps or weaknesses in services will be addressed by proposed project

**15 points**



**Significance:** demonstrate the extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population(s).

**15 points**



**Project Design:** demonstrate that design will successfully address needs of target population(s), integrate or build on similar efforts to improve outcomes, and is supported by promising evidence

**15 points**



**Project Services:** project design reflects strategies for ensuring equal access and treatment for members of groups that have traditionally been underrepresented, reflects up-to-date knowledge, involves the collaboration of appropriate partners, and contains training or professional development activities sufficient to lead to improvements

**25 points**



**Management Plan:** adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks

**15 points**



**Project Evaluation:** methods of evaluation that are thorough, feasible, appropriate and provide performance feedback and periodic assessment of progress

**15 points**



## FAQs & Resources



### Common Questions

#### Where can I get more information?

The Project Prevent Program Website!

The link is [here](#), and below. The program website includes information and resources.

#### Who is eligible to apply for this program?

Eligible applicants for this program are local educational agencies (LEAs). Charter schools that are considered LEAs under State law are eligible to apply for funding under this program.

#### Will the Department be offering Technical Assistance for applicants?

The Office of Safe and Supportive Schools will conduct technical assistance (TA) webinars designed to assist applicants who might have questions related to the application process and procedure for this grant program. Applicants are encouraged to read through the entire application package before participating in a TA call. The tentative dates and times are listed below:

- August 23, 2022 – 3:00 PM ET
- September 8, 2022 – 4:00 PM ET

*Please visit the program website to register*



### Resources & Contact



[Program Website](#)



[Notice Inviting Applications \(NIA\)](#)

#### Point of Contact:

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202-453-6729