This document is a brief summary of the Project Prevent program and application requirements. Do not rely solely on the information in this document for guidance. Please refer to the Notice Inviting Applications (NIA) and the program regulations published in the Federal Register for additional information, as these are the official documents governing the 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.

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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.

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.

Students in 4th - 6th grades have received social-emotional learning on a daily basis...students have learned and practiced empathy, managing strong emotions, problem solving, child protection, bullying, and many other subjects. Administrators, teachers, and staff reported fewer discipline referrals for this age group in the current year than last school year.

For more information on current grantees please see the FY 2019 Project Prevent Abstracts.

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

<table>
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<th>Description</th>
<th>Requirements</th>
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| **Severity and Magnitude of Problem: Identification of Schools to be Served by Project** | - Identify schools to be served by project activities  
- 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)  
- Provide a comparison of the school and community data cited to similar data at the State or local level, if available |
| **Collaboration and Coordination with Community Based Organization(s)** | - Describe how the applicant intends to work collaboratively with community-based organizations to achieve project goals and objectives;  
- Provide evidence of collaboration and coordination through letters of support, memoranda of agreement, or memoranda of understanding  
- Describe use of grant program funds to supplement, rather than supplant, existing or new efforts  
- 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 |
| **Project Activities** | Note: Applicants must propose to conduct **3 or more** of the following:  
- Appropriately tailored professional development opportunities for staff on screening for and responding to violence related trauma  
- Activities designed to improve the range, availability, and quality of culturally and linguistically competent, inclusive, and evidence-based school-based mental health services  
- Training for school staff, community partners, youth, and families on the effects of exposure to community violence  
- 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  
- Enhancing linkages between LEA mental health services and community mental health systems  
- Undertaking activities in coordination with law enforcement to address community violence affecting students, to support victims’ rights, and to promote public safety |
| **Evidence Based, Culturally & Linguistically Competent, and Developmentally Appropriate Practices** | - 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)  
- Describe the research and evidence supporting the proposed programs and practices and the expected effects on the target population |
| **Framework for Planning, Implementation, and Sustainability** | - Describe how the proposed project is integrated and aligned with the mission and vision of the LEA  
- Describe the anticipated challenges to success of the project and how they will be addressed  
- Include a timeline of activities for planning, implementation, and sustainability (full list provided in NIA) |
| **Planning Period** | - 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. |
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

**Selection Criteria**

**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

**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).

**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

**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

**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

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

15 points

15 points

15 points

25 points

15 points

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:
Nicole White, Program Lead
Nicole.White@ed.gov
202-453-6729

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