

Funding Opportunity

Application Information Webinar: **Wednesday, October 23, 2024, at 12 pm**

[Register to attend](https://us02web.zoom.us/meeting/register/tZAvf-yqrD8tEtIic_mGju97UN5q5cUqejQK).

[Intent to Apply Due](https://app.smartsheet.com/b/form/475b67916dea4c9c82df8add61912679): **Thursday, November 7, 2024**

[Applications Due](https://colorado.egrantsmanagement.com/): **Thursday, November 21, 2024, by 4 pm**

Application will open in GAINS on Thursday, October 10, and close on Thursday, November 21.

|  |
| --- |
| Preventing School Violence Grant Program |

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Required this document was EDAC reviewed FORM#CGA-258 on 9/6/2024 for 2024-2025

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**Note:** The following version of the application is intended as a reference document for instructions and grant application planning purposes.

**Applications for the Preventing School Violence Grant Program must be submitted in** [**GAINS**](https://colorado.egrantsmanagement.com/)**.**

Submission of application materials either in hard copy or via

e-mail will not be accepted.

The application window will open in GAINS on Thursday, October 10, and close on Thursday, November 21, at 4 pm.

[More information about GAINS is available on CDE’s website.](https://www.cde.state.co.us/gains)

# Accessing GAINS

**School District and BOCES Applicants**

* Contact your district Local Access Manager (LAM) to receive access to GAINS. Documentation and training on this process for LAMs is available on [CDE’s GAINS Training webpage](https://www.cde.state.co.us/gains/gainstrainings).

**Charter School Applicants**

* Complete the [Charter School GAINS Access Request Form](https://app.smartsheet.com/b/form/6cb9159d35894e76b6875bebc7232d56)

**Preventing School Violence Grant Program**

[**Intent to Apply**](https://app.smartsheet.com/b/form/475b67916dea4c9c82df8add61912679) **Due: Thursday November 7, 2024**

**Applications Due: Thursday, November 21, 2024, by 4 pm**

# Introduction and Purpose

The Colorado Department of Education (CDE) and Office of Learning Supports is committed to ensuring that every student in Colorado can learn in a safe and supportive environment. The increasing prevalence of school violence is a critical issue that affects the well-being of students, staff, and the wider community. To address this, the Preventing School Violence (PSV) Grant Program has been established to support schools and districts in the creation of systems and structures essential to strengthening safety plans. This includes the implementation of comprehensive and evidence-based strategies aimed at promoting school safety and preventing school violence.

A key component of preventing school violence is improving school climate. A positive school climate fosters respect, inclusiveness, and a sense of belonging among students and staff. Research has shown that schools with a positive climate experience fewer incidents of violence and bullying. By focusing on creating a nurturing environment, schools can proactively address the underlying factors that contribute to violence.

The PSV Grant Program emphasizes the importance of working through multi-disciplinary teams to effectively prevent school violence. These teams bring together diverse perspectives and expertise, including educators, counselors, mental health professionals, law enforcement, and community members. By collaborating, these teams can develop and implement comprehensive strategies that address the multifaceted nature of school violence.

The Preventing School Violence Grant Program invites districts, Board of Cooperative Educational Services (BOCES), and charter school networks to apply for funding to enhance their school safety efforts through a well-developed multi-tiered system of supports. By aligning prevention with intervention strategies, we can create safer and more supportive learning environments for all students in Colorado.

# Purpose

The purpose of the PSV Grant is multifaceted, aiming to enhance school safety through targeted interventions and comprehensive strategies. Here's a detailed description of its purpose:

1. **Promoting Safe School Environments:** The primary goal of the PSV grant program is to foster safe and supportive school environments where students, educators, and staff feel secure and respected. By funding evidence-based violence prevention programs and practices, the grant aims to reduce incidents of violence, bullying, and related behaviors that compromise school safety.
2. **Implementing Evidence-Based Strategies:** The grant supports the implementation of evidence-based strategies that have been proven effective in preventing and mitigating violence within educational settings. These strategies may include (1) harassment/bullying prevention, (2) Positive Behavioral Interventions and Supports, (3) suicide prevention, (4) trauma-informed practices, (5) social emotional learning, and (6) inclusive and restorative discipline practices.
3. **Supporting Colorado Multi-Tiered System of Supports (COMTSS):** The PSV grant program aligns with the principles of COMTSS by integrating prevention, intervention, and support services into a unified framework. By promoting a tiered approach to addressing behavioral and safety concerns, the grant facilitates early identification of at-risk students and the implementation of appropriate intervention and promotion strategies.
4. **Building Capacity and Sustainability:** The grant aims to build long-term capacity and sustainability in violence prevention efforts. This includes equipping districts and schools with the knowledge, skills, and resources necessary to enhance school safety plans and continue implementing effective strategies beyond the grant period, fostering lasting changes in school culture and practices.
5. **Collaboration and Partnership:** The grant encourages collaboration and partnership among schools, districts, community organizations, and stakeholders involved in promoting school safety. By leveraging collective expertise and resources, the grant enhances the impact of violence prevention initiatives and strengthens community-wide efforts to create safe learning environments.

# Eligible Applicants and Priority Criteria

Local Education Providers (LEPs) are eligible to apply for this opportunity. An eligible LEP is:

* A School District;
* A Facility School
* A Board of Cooperative Educational Services (BOCES);
* A Charter School authorized by a School District; or
* A Charter School authorized by the Charter School Institute.

**Note:** Applications will not be accepted from individual non-charter schools and must be authorized and submitted through the LEP.

The program encourages applications from schools and districts that demonstrate a commitment to improving school climate and implementing Colorado Multi-Tiered System of Supports (COMTSS) to prevent violence.

The funding allocation process includes an application submission, CDE review and award determination, budget submission, potential revision(s), and final approval by CDE. The determination process for award amounts prioritizes the following factors:

* the rate of students eligible for free and reduced lunch (compared to the 2023-2024 statewide average of 45.8%),
* the rate of minority[[1]](#footnote-2) students (compared to the 2023-2024 statewide average of 49.5%),
* the rate of students with disabilities (compared to the 2023-2024 statewide average of 12.9%), and
* rural or small rural status.

**Charter Schools:**

Pursuant to [C.R.S. 22-30.5-104 (11)](https://advance.lexis.com/documentpage/?pdmfid=1000516&crid=f793ddcd-a668-40c2-88c9-13152b4e624f&nodeid=AAWAAEAACAACAAE&nodepath=%2FROOT%2FAAW%2FAAWAAE%2FAAWAAEAAC%2FAAWAAEAACAAC%2FAAWAAEAACAACAAE&level=5&haschildren=&populated=false&title=22-30.5-104.+Charter+school+-+requirements+-+authority+-+rules+-+definitions.&config=014FJAAyNGJkY2Y4Zi1mNjgyLTRkN2YtYmE4OS03NTYzNzYzOTg0OGEKAFBvZENhdGFsb2d592qv2Kywlf8caKqYROP5&pddocfullpath=%2Fshared%2Fdocument%2Fstatutes-legislation%2Furn%3AcontentItem%3A65MT-X293-CGX8-0095-00008-00&ecomp=8gf59kk&prid=b437b07b-e138-4d15-acfc-74ff860597f5), a charter school may choose to apply apart from their authorizer for a competitive grant program created by a federal or state statute or program. The charter school is considered the LEP only for the purposes of applying and determining eligibility. A charter school’s authorizer will be the fiscal agent, if funded.

* A charter school that applies for a grant shall provide to its authorizing district:
  + A copy of the grant application at the time the application is submitted to CDE; and
  + If the charter school receives the grant moneys, a summary of the grant requirements, a summary of how the charter school is using the grant moneys, and periodic reports on the charter school’s progress in meeting the goals of the grant as stated in its application.
* If a charter school intends to apply for a grant that the school’s authorizing school district is also intending to apply for, the charter school shall seek to collaborate with the school district in the application and to submit the application jointly. If the charter school and the school district are unable to agree to collaborate in applying for the grant, the charter school may apply for the grant independently or in collaboration with other charter schools.

# Available Funds and Duration of Grant

The PSV grant program provides financial support to eligible school districts, Boards of Cooperative Educational Services (BOCES), and charter schools to enhance their school safety initiatives. For the grant period of 2024-2026, the following funding details apply:

* **Total Available Funding:** $450,000 each year.
* **Award Amounts:** Grants will be awarded based on the scope and size of the proposed projects. Individual grant awards will be $30,000 per year for 2 years. Funds must be spent every year to receive the next iteration of funds. There will be no carryover of funds from year to year of the grant. Unobligated funds at the end of each fiscal year and/or the end of the grant may be redistributed to other grantees.
* **Funding Duration:** The grant funding period will cover two years, from 2024 to 2026, with annual renewals contingent on satisfactory progress and compliance with grant requirements. Funded applicants will be eligible for continued funding in the second year of the grant cycle after successfully demonstrating the following in a timely manner:
  + Adequate progress in school violence prevention strategies;
  + submission and full completion of all required Annual Report materials; and
  + submission of budgets and financial reports.

# Allowable Use of Funds

The grant funds can be utilized for a variety of purposes, including but not limited to:

* Implementing evidence-based violence prevention and promotion programs and strategies
  + Purchasing an evidence-based violence prevention curriculum
  + Supplies for events that include families and the community focusing on violence prevention, school safety, and the promotion of positive school climate
  + Paying for childcare at parent training events
* Training and professional development for staff and multi-disciplinary teams
  + Salaries
  + Stipends for staff training related to violence prevention, school safety, and the promotion of positive school climate (e.g., training fees, travel)
  + Stipends for staff to participate as a member of the Multi-Disciplinary Implementation Team
  + Purchasing materials for staff book studies related to violence prevention, school safety, and the promotion of positive school climate topics
  + Time for collaboration
  + Remote technology
  + Substitute pay to create time for job-embedded opportunities or other planned activities
  + Other planned activities (e.g. promote student voice)
* Enhancing school climate and safety infrastructure
  + Supplies for student-created projects related to violence prevention, school safety, and the promotion of positive school climate.
  + Purchasing reinforcers for PBIS stores (no food or gift cards)
  + Implementation tools
* Supporting mental health services and interventions
* Conducting evaluations and assessments to measure program effectiveness
  + Third-party data collection software (e.g., SWIS)
  + School climate surveys
  + Outcome measurement

Funds must be spent every year to receive the next iteration of funds. Applicants are encouraged to propose comprehensive and sustainable initiatives that align with the goals of the PSV grant program. The allocation of funds will be based on the quality of the applications and the demonstrated need for support.

Funds from this opportunity must be used to **supplement and not supplant** any federal, state and/or local moneys currently in place. Funds must be expended by September 30 each year. Funds may be carried over from year-to-year if the grantee completes a formal rollover request.

# Evaluation and Reporting

Each applicant that receives a grant is required to report, at a minimum, the following information to the Department of the grant

1. **Bi-annual progress reports:** Require grantees to submit annual progress reports detailing:

* Progress made towards achieving grant objectives and outcomes.
* Implementation status of funded violence prevention strategies and interventions.
* Any challenges encountered and strategies implemented to address them.
* Data on key performance indicators related to school safety and violence prevention.

1. **An annual financial report** once each year to ensure funds are being drawn down in a timely manner.
2. **Bi-annual safety data:** Collect and analyze outcome data related to the impact of funded activities (at least one of the following to be collected throughout the life of the grant):

* Reductions in incidents of violence, bullying, and other related behaviors.
* Improvements in school climate and student perceptions of safety.
* Improvements in staff self-reports of capacity and readiness to promote school safety, respond to violence prevention, and participate in crisis intervention.

**Note:** Sites receiving a grant through the PSV grant program may be selected for a site visit by CDE program staff at some point during the life of the grant.

# Data Privacy

CDE takes seriously its obligation to protect the privacy of student and educator Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the PSV Grant Program. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with [CDE’s privacy and security policies and procedures](https://www.cde.state.co.us/cdereval/cdeinformationsecurityandprivacypolicy).

**Note:** Documents submitted as part of the application must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under n=16 for students or n=5 for educators.

Additionally, opt-in procedures must be documented and followed as part of the grant program. In accordance with rule 3.03.6.4, grantees are required to implement an active opt-in procedure for parents and students for any surveys used as a part of the grantee’s program. This means that parents/guardians must sign a document stating that they agree to allow their child to complete the assessment. It includes ensuring students are knowledgeable that surveys are voluntary and not required.

Information reported to CDE in relation to grant activities is not confidential and is subject to public request. Awarded grantees should ensure reported information does not contain Personally Identifiable Information (PII) or confidential information.

# Application Assistance and Intent to Apply

An application information webinar will be held on **Wednesday, October 23, 2024, at 12 pm** ([Register](https://us02web.zoom.us/meeting/register/tZAvf-yqrD8tEtIic_mGju97UN5q5cUqejQK))

**Rural applicants:** An LEA that is a rural school district or a small rural school district may request and submit a simplified grant application. The simplified application process will include:

1. An optional submission of the executive summary describing the application; and
2. Technical assistance from CDE to support application efforts.

Rural applicants must notify CDE that they wish to complete a simplified grant application and receive written permission prior to submission.

If interested in applying for this funding opportunity, submit the Intent to Apply by **Thursday, November 7, 2024**. Although strongly encouraged, completion of the Intent to Apply is not a required component of the application process. Completing the Intent to Apply assists CDE in knowing who needs access to the application in GAINS and providing access guidance, securing a sufficient number of peer reviewers, and provides an avenue to communicate important updates with potential applicants.

# Application Timeline

|  |  |
| --- | --- |
| **Oct. 10, 2024** | RFA released |
| **Oct. 23, 2024** | Application Information Webinar on October 23, 2024, at 12 pm ([Register](https://us02web.zoom.us/meeting/register/tZAvf-yqrD8tEtIic_mGju97UN5q5cUqejQK)) |
| **Nov. 7, 2024** | [Intent to Apply](https://app.smartsheet.com/b/form/475b67916dea4c9c82df8add61912679) completed no later than November 7, 2024 |
| **Nov. 21, 2024** | Applications due to CDE no later than November 21, 2024, by 4 pm |
| **Nov. 21 - Dec. 16, 2024** | Review of applications |
| **December 19, 2024** | CDE notifies those applicants that are selected as PSV grantees and those not accepted into the program no later than December 19, 2024, by 4 pm |
| **January 23, 2025** | Mandatory grantee kickoff meeting on Thursday, January 23, 2025, from 10 am - 12:00 pm |

# Application Format

Applicants for the PSV grant program must adhere to the following application format. See the scoring criteria for more details on information that should be included in each response.

1. **Executive Summary**

* Summary of the proposed project (maximum 500 words).

1. **Needs Assessment**

* Describe your need for enhancing school safety in your district. Provide specific examples and any supporting information based on an analysis of data.
* Identify and describe any specific populations within your district that are disproportionately affected by school violence. Explain how these findings were determined.

1. **System Description**

* Detail the existing systems and structures for addressing school safety regarding prevention/mitigation in your district.
* Describe the multidisciplinary team that will undertake the work of enhancing safety plans through integration of prevention and promotion.
* Describe clear and measurable goals and objectives for the project.
* Describe how you will integrate the Preventing School Violence grant into the other grants your district is implementing related to social, emotional, and behavioral outcomes.

1. **Data Description**

* Describe your current data system that supports the collection of information aligned to the four key areas of safety planning: (1) prevention/mitigation, (2) protection, (3) response, and (4) recovery.
* Explain how multi-disciplinary teams use data to inform decision-making and improve school safety practices within your district.

1. **Evidence-Based Practices**

* Describe the school climate improvement strategies currently implemented in your district.
* Describe how students, families and the community will contribute to your enhanced safety plan.
* Explain how your district supports the ongoing professional development of staff in the areas of school climate improvement efforts.

1. **Budget and Budget Narrative**

* Describe all the expenditures contained in the electronic budget and connect them to project objectives and activities. Make sure to indicate how these funds will be used to supplement and not supplant the level of funds currently available for similar activities.

1. **Appendices**

* Letters of support from key stakeholders (e.g., community partners, law enforcement, mental health agencies).
* Additional relevant documents (e.g., previous evaluations, supplementary data).

# Review Process and Notification

Applications will be reviewed by CDE staff and peer reviewers to ensure they contain all required components. Applicants will be notified of final award status no later than **Thursday, December 19, 2024**.

**Note:** This is a competitive process – applicants must score at least 84 points out of the 120 possible narrative points to be approved for funding. Applications that score below 84 narrative points may be asked to submit revisions that would bring the application up to a fundable level. There is no guarantee that applying will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

# Submission Process and Deadline

Applications must be completed and submitted through [GAINS](https://colorado.egrantsmanagement.com/) by **Thursday, November 21, 2024, by 4 pm.**

Application materials and resources are available on [CDE’s Preventing School Violence webpage](https://www.cde.state.co.us/mtss/psv/grantprogram).

# Required Elements

The format outlined below must be followed to assure consistent application of the evaluation criteria. See Evaluation Rubric for specific selection criteria (pages 14-15).

Part I: Applicant Information, Executive Summary, and Program Assurances

Part II: Narrative and Budget

Uploads:

Attachment A: Financial Management Risk Assessment

**Preventing School Violence Grant Program**

[**Intent to Apply**](https://app.smartsheet.com/b/form/475b67916dea4c9c82df8add61912679) **Due: Thursday, November 7, 2024**

**Applications Due: Thursday, November 21, 2024, by 4 pm**

Applicants will complete their application in [GAINS](https://colorado.egrantsmanagement.com/).

Applications will be accepted in GAINS from Thursday, October 10, through Thursday, November 21.

# Part I: Applicant Information and Program Assurances

|  |  |  |  |
| --- | --- | --- | --- |
| Application Contact The person that CDE should contact if there any questions or additional information needed for this application. | | | |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Program Contact**  The person who will be responsible for receiving communications from CDE staff about this program. | | | |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| Fiscal Approver | | | |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Fiscal Reviewer** | | | |
| **Name:** |  | **Title:** |  |
| **Telephone:** |  | **E-mail:** |  |
| **Executive Summary** | | | |
| [Provide a brief description of the program to be supported by this funding. May not exceed 500 words. The Executive Summary is not a scored component of the application.] | | | |

# Program Assurances

**Applicants will agree to the below Assurances within the Preventing School Violence Grant Program** **application in GAINS. An upload of this document is not required.**

The applicant hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the applicant agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The applicant also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept Preventing School Violence Grant Program funding agree to the following assurances:

1. The grantee will annually provide the Colorado Department of Education the following required evaluation information (see page 6):
   * The action plan created by the multi-disciplinary team that includes focus on school safety prevention/mitigation and promotion of positive school climate efforts;
   * The progress made in implementing the evidence-based best practices in violence prevention/school safety promotion with fidelity;
   * Data showing the progress made in the selected improvement area of school safety planning;
   * The annual feedback survey regarding supports given by the Colorado Department of Education as part of participating in the grant; and
   * A copy of the enhanced safety plan that includes efforts in the prevention/promotion space created by the end of the two-year grant cycle.
2. The grantee will create or adapt an existing multi-disciplinary team that includes members from the key areas of safety planning (i.e., prevention/mitigation, protection, response, recovery) a minimum of six times each year.
3. The grantee will identify a lead who will attend monthly check-ins/learning opportunities, all Community of Practices with CDE, lead the multi-disciplinary team, and engage in focus groups provided by CDE.
4. The grantee will work with and provide requested data to CDE for the Colorado Preventing School Violence grant program within the time frames specified.
5. The grantee will budget for their Preventing School Violence Multi-Disciplinary Team to attend grant trainings available for the evidence-based practices they choose as outlined in this grant application
6. The grantee will not discriminate against anyone regarding race, gender, sexual orientation, national origin, color, disability, or age.
7. Funds will be used to supplement and not supplant services currently in place.
8. Funds will be used to supplement and not supplant any money currently being used for student re-engagement services and grant dollars will be administered by the appropriate fiscal agent.
9. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
10. If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
11. Grantee will maintain sole responsibility for the project even though contractors may be used to perform certain services.

**Duplication of Benefits**

Federal or State funds generally cannot be used to pay for the exact same cost or activity already paid for from another source of funding. This is sometimes referred to as a prohibition on duplication of benefits (DOB), or “double-dipping.” Entities using multiple funding sources should be aware of the different authorities and program requirements for each funding source, being careful to avoid DOB in instances where they are paying for similar costs or activities from multiple sources. (2CFR200.302) Subrecipients should avoid a duplication of benefits for any federal or state award. A duplication of benefits occurs when the amount of the assistance (i.e., funding) to a beneficiary exceeds the total allowable assistance (i.e., based on the total allocable expenses) to that beneficiary for that purpose.

1. Applicant certifies no duplication of benefits resulting in this funding will occur. If awarded, the Awardee (applicant) will notify in writing CDE should this occur.

**Fraud, Waste and Abuse**

Recipients of grant funds are responsible for taking steps to reduce fraud, waste, and abuse. Fraud Waste and Abuse can come in many forms, such as:

* Embezzlement, bribery, or other public corruption involving federal or state funds;
* Serious mismanagement involving federal or state programs or funds;
* Theft or misuse of Federal student aid to include knowledge of fraud, waste, or abuse involving a financial aid administrator or other entity official(s), or knowledge of fraud, waste, or abuse involving a student loan servicer or collection agency;
* Knowledge that your entity is not complying with regulations or laws involving Federal student aid or other federal or state program or operation requirements;
* Conflicts of interest-violation of arm’s length agreements;
* Contract and procurement irregularities;
* Theft or abuse of government property;
* Employee misconduct; or
* Ethics violations by officials.

Entities are required to have a procedure or methodology for timely reporting, in writing, of any noted violations that may potentially affect the federal or state award. (2CFR200.113)

1. Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of fraud, waste and abuse with these, or any funds within their agency, and if an instance occurs. If awarded, the Awardee (applicant) will notify CDE in writing.

**Conflict of Interest**

The applicant hereby certifies that, to the best of its knowledge and belief, there are no present or currently planned interests (financial, contractual, organizational, or otherwise) relating to the work to be performed under the contract or grant resulting from this award that would create any actual or potential conflict of interest (or apparent conflicts of interest) (including conflicts of interest for immediate family members: spouses, parents, children) that would impinge on its ability to render impartial, technically sound, and objective assistance or advice or result in it being given an unfair competitive advantage. In this clause, the term “potential conflict” means reasonably foreseeable conflict of interest. The applicant further certifies that it has and will continue to exercise due diligence in identifying and removing or mitigating, to the Government's or Colorado Department of Education’s satisfaction, such conflict of interest (or apparent conflict of interest).

1. Applicant certifies there are sufficient internal controls in place to reduce or eliminate the possibility of any conflicts of interest with these, or any funds within their agency. If awarded, the Awardee (applicant) will notify CDE in writing. (2CFR200.112)

The Colorado Department of Education may terminate a grant award upon thirty days’ notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in GAINS and approved by CDE before modifications are made to the expenditures.

Approvals for this grant must be captured in GAINS from the following personnel:

* Applicant Authorized Representative
* Applicant Fiscal Manager

**Note:** For Charter School applicants, the above personnel must be from your authorizing district or CSI.

# Part II: Narrative and Budget

Responses should be completed in the online application form. Although the system will save your work in progress, applicants may find it useful to compose answers in a separate document and copy them into the form.

**Narrative Questions:**

**Section A: Needs Assessment**

1. Describe your need for enhancing school safety in your district. Provide specific examples and any supporting information based on an analysis of data. Address:
   * Frequency and severity of school safety concerns (e.g., assault, bullying);
   * Student, family, teacher, and community input; and
   * Impacts on student learning and overall school climate.

[Not to exceed 500 words]

1. Identify and describe any specific populations within your district that are disproportionately affected by school violence. Explain how these findings were determined.
   * Include demographic data and any relevant trends or patterns.

[Not to exceed 300 words]

**Section B: Systems**

1. Detail the existing systems and structures for addressing school safety regarding prevention/mitigation in your district. Include information on:
   * Current policies and procedures related to school violence prevention and intervention.
   * Roles and responsibilities of key personnel involved in school promotion safety efforts.

[Not to exceed 500 words]

1. Describe the multidisciplinary team that will undertake the work of enhancing safety plans through integration of prevention and promotion. Address:
   * The person who will act as lead of the team and main contact for the Preventing School Violence grant program.
   * The members of the team and their roles in the district;
   * How the team will communicate across all areas of school safety (i.e., prevention/mitigation, protection, response, recovery); and
   * If this will be a new team or an existing team.

[Not to exceed 500 words]

1. Describe clear and measurable goals and objectives for the project:
   * Explain of how the goals align with the grant program’s objectives; and
   * Describe how training and coaching will occur for schools on any prioritized prevention/mitigation efforts you select.

[Not to exceed 500 words]

1. Describe how you will integrate the Preventing School Violence grant into the other grants your district is implementing related to social, emotional, and behavioral outcomes. Include:
   * The other grants and their intended outcomes; and
   * Concrete strategies you will use to ensure alignment.

[Not to exceed 300 words]

**Section C: Data**

1. Describe your current data system that supports the collection of information aligned to the four key areas of safety planning: (1) prevention/mitigation, (2) protection, (3) response, and (4) recovery. Address:
   * How this data system supports problem solving and decision making; and
   * The screening data collected to identify potential strengths and areas of concern.

[Not to exceed 500 words]

1. Explain how multi-disciplinary teams use data to inform decision-making and improve school safety practices within your district.
   * How do you incorporate root cause analysis to inform decision making and strategic planning?

[Not to exceed 300 words]

**Section D: Evidence-Based Practices**

1. Describe the school climate improvement strategies currently implemented in your district. Include:
   * Any social-emotional learning, bullying prevention, Positive Behavioral Interventions and Supports, and restorative practices programs used; and
   * The rationale for selecting these strategies.

[Not to exceed 300 words]

1. Describe how students, families and the community will contribute to your enhanced safety plan. Include:
   * Any community organizations or members that have already been identified.

[Not to exceed 200 words]

1. Explain how your district supports the ongoing professional development of staff in the areas of school climate improvement efforts.
   * Include details on training programs, coaching support, and the frequency of professional development.

[Not to exceed 200 words]

**Section E: Program Budget**

1. Describe:

* All expenditures contained in the budget and connect all expenditures to project objectives and activities; and
* How the funds awarded under the program will be used to supplement, not supplant, the level of funds available for programs and activities already provided to the students, school, families, and community.

Complete your proposed program budget in GAINS.

# Evaluation Rubric and Application Scoring

The following criteria will be used by reviewers to evaluate the application. For the application to be recommended for funding, it must receive at least 84 points out of the 120 possible narrative points and all required elements must be addressed. An application that scores below 84 narrative points may be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required elements will not be funded without revisions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Part II:** | **Narrative and Budget** | |  |
|  | Section A: | Needs Assessment | **/20** |
|  | Section B: | Systems | **/40** |
|  | Section C: | Data | **/20** |
|  | Section D: | Evidence-Based Practices | **/30** |
|  | Section E: | Program Budget | **/10** |
|  |  | **Priority Points:** | **/12** |
| **Total Available:** | | | **/120** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priority Points:** [CDE staff will indicate whether this application meets priority criteria, based on CDE-collected data.] | | | | |
| School or schools serve a high percentage of students eligible for free and reduced lunch (exceeding the statewide average of 45.8%)  **3 points** | School or schools serve a high percentage of minority students (exceeding the statewide average of 49.5%)  **3 points** | School or schools serve serves a high percentage of students with disabilities (exceeding the state average of 12.9%)  **3 points** | School or schools are Rural/Small Rural. If applying as a consortium, all participating schools must be designated Rural/Small Rural.  **3 points** | |
| **Priority Points Total:** | | | | **/12** |

**Scoring Definitions**

Information Not Provided: Information provided is insufficient and/or does not address the criteria.

Requires Additional Information: Information provided addresses some of the criteria; however, additional context, information, or clarification is needed.

Meets All Criteria: Information provided meets the required response criteria.

High-Quality Response: Response is exemplary, meets all criteria, and thoroughly supports applicant’s case for funding.

**Section A: Needs Assessment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Describe your need for enhancing school safety in your district. Provide specific examples and any supporting information based on an analysis of data. Address:    * Frequency and severity of school safety concerns (e.g., assault, bullying);    * Student, family, teacher, and community input; and    * Impacts on student learning and overall school climate. | 0 – Information Not Provided | 3 – Requires Additional Information | 7 – Meets All Criteria | 10 – High-Quality Response |
| 1. Identify and describe any specific populations within your district that are disproportionately affected by school violence. Explain how these findings were determined.    * Include demographic data and any relevant trends or patterns. | 0 – Information Not Provided | 3 – Requires Additional Information | 7 – Meets All Criteria | 10 – High-Quality Response |

**Section B: Systems**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Detail the existing systems and structures for addressing school safety regarding prevention/mitigation in your district. Include information on:    * Current policies and procedures related to school violence prevention and intervention.    * Roles and responsibilities of key personnel involved in school promotion safety efforts. | 0 – Information Not Provided | 3 – Requires Additional Information | 7 – Meets All Criteria | 10 – High-Quality Response |
| 1. Describe the multidisciplinary team that will undertake the work of enhancing safety plans through integration of prevention and promotion. Address:    * The person who will act as lead of the team and main contact for the Preventing School Violence grant program.    * The members of the team and their roles in the district;    * How the team will communicate across all areas of school safety (i.e., prevention/mitigation, protection, response, recovery); and    * If this will be a new team or an existing team. | 0 – Information Not Provided | 3 – Requires Additional Information | 7 – Meets All Criteria | 10 – High-Quality Response |
| 1. Describe clear and measurable goals and objectives for the project:    * Explain of how the goals align with the grant program’s objectives; and    * Describe how training and coaching will occur for schools on any prioritized prevention/mitigation efforts you select. | 0 – Information Not Provided | 3 – Requires Additional Information | 7 – Meets All Criteria | 10 – High-Quality Response |
| 1. Describe how you will integrate the Preventing School Violence grant into the other grants your district is implementing related to social, emotional, and behavioral outcomes. Include:    * The other grants and their intended outcomes; and    * Concrete strategies you will use to ensure alignment. | 0 – Information Not Provided | 3 – Requires Additional Information | 7 – Meets All Criteria | 10 – High-Quality Response |

**Section C: Data**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Describe your current data system that supports the collection of information aligned to the four key areas of safety planning: (1) prevention/mitigation, (2) protection, (3) response, and (4) recovery. Address:    * How this data system supports problem solving and decision making; and    * The screening data collected to identify potential strengths and areas of concern. | 0 – Information Not Provided | 3 – Requires Additional Information | 7 – Meets All Criteria | 10 – High-Quality Response |
| 1. Explain how multi-disciplinary teams use data to inform decision-making and improve school safety practices within your district.    * How do you incorporate root cause analysis to inform decision making and strategic planning? | 0 – Information Not Provided | 3 – Requires Additional Information | 7 – Meets All Criteria | 10 – High-Quality Response |

**Section D: Evidenced-Based Practices**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Describe the school climate improvement strategies currently implemented in your district. Include:    * Any social-emotional learning, bullying prevention, and restorative practices programs used; and    * The rationale for selecting these strategies. | 0 – Information Not Provided | 3 – Requires Additional Information | 7 – Meets All Criteria | 10 – High-Quality Response |
| 1. Describe how students, families and the community will contribute to your enhanced safety plan. Include:    * Any community organizations or members that have already been identified. | 0 – Information Not Provided | 3 – Requires Additional Information | 7 – Meets All Criteria | 10 – High-Quality Response |
| 1. Explain how your district supports the ongoing professional development of staff in the areas of school climate improvement efforts.    * Include details on training programs, coaching support, and the frequency of professional development. | 0 – Information Not Provided | 3 – Requires Additional Information | 7 – Meets All Criteria | 10 – High-Quality Response |

**Section E: Program Budget**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Describe:  * All expenditures contained in the budget and connect all expenditures to project objectives and activities; and * How the funds awarded under the program will be used to supplement, not supplant, the level of funds available for programs and activities already provided to the students, school, families, and community. | 0 – Information Not Provided | 3 – Requires Additional Information | 7 – Meets All Criteria | 10 – High-Quality Response |

# Attachment A: Financial Management Risk Assessment

**Request for Application Financial Management Risk Assessment**

|  |
| --- |
| **Organization Name:** |
| **UEI #:**  **Expire Date:** |

**Purpose**

This survey is intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds. Information from the report will be used to assess an organization’s structure and capacity-building needs and identify any appropriate technical assistance and/or resources to strengthen operations. This survey is also an opportunity for GFMU staff to identify the potential technical assistance required, should the entity be awarded. No feedback will be provided from the score of this survey.

**Procedure**

Completion of this report is required. Applicant organizations are advised to make sure that the person or persons completing this form are those responsible for and knowledgeable about the organization’s financial management functions. This information will be taken into consideration as part of the grant application. Scores will determine if the organization’s level of risk to manage federal grant funds is high, medium, or low, and these scores will be utilized in determining potential awards.

**Risk Assessment**

The risk score determines the order in which CDE staff will evaluate and monitor the grant program.

* **High Risk –** A score over 20 requires **intensive monitoring and improvement** based on a thorough evaluation of the grant project.
* **Medium Risk –** A score between 8 and 20 requires evaluation of areas that **need improvement** and improving those areas based on the approved action plan.
* **Low Risk –** A score below 8 generally identifies that the program is at **lower** risk for potential waste, mismanagement, non-compliance, or fraud.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Scoring: The following questions will be awarded a score ranging from 0 to 25.** | | | | | | | | | | | | | | |
| 1. Is the applicant on the [Federal Debarment List](https://www.dol.gov/agencies/ofccp/debarred-list), including the [USDA National Disqualified List](https://www.eauth.usda.gov/eauth/b/usda/login?showmobilelinc=true&TRYIWA=TRUE&TYPE=33554433&REALMOID=06-780bbc2b-8189-490a-8fdf-d1c5b14bfc41&GUID=&SMAUTHREASON=0&METHOD=GET&SMAGENTNAME=-SM-fmKNI27Ux5IHVTgSU5TbVjchJYAUY1oBI4Jf826DhtMvMrFuudjyAnsxHEtlYhsE1KTM%2FIXHV2dKr48%2F5hYwbGMV474HJImM%2BJdB0hvusf4GcsRbLGO0YkypujXkiBCU&TARGET=-SM-HTTPS:%2F%2Fsnp.fns.usda.gov%2Fndlweb%2FWelcome.action) and registered with the Colorado Secretary of State? (If yes, no need to go further) | | | | | | | | | | **Yes** | | | | **No** |
| 25 | | | | 0 |
| 1. Is the entity in good standing on the [Secretary of State's 501C3 list](https://www.coloradosos.gov/ccsa/pages/search/basic.xhtml?_gl=1*7l3jj2*_ga*MjU2MDQ3MjQuMTcwNzkzMjY5NQ..*_ga_JDK6PLVHDW*MTcxMTExNzQ3MC40LjEuMTcxMTExNzc1NC4wLjAuMA..)? | | | | | | | **N/A** | | | **Yes** | | | | **No** |
| 0 | | | 0 | | | | 5 |
| 1. Is this a Federal Grant Application (or Federal Funds pass-through)? | | | | | | | **N/A** | | | **Yes** | | | | **No** |
| 0 | | | 5 | | | | 0 |
| 1. Does entity have an active, no exclusion, UEI Number ([Unique Entity ID - Sam.gov](https://sam.gov/content/duns-uei))? | | | | | | | | | | **Yes** | | | | **No** |
| 0 | | | | 10 |
| 1. Has the agency or principals thereof ever been suspended or debarred from receiving state or federal grants or contracts? | | | | | | | | | | **Yes** | | | | **No** |
| 5 | | | | 0 |
| 1. Has the agency ever had a grant agreement terminated, through CDE or another agency? | | | | | | | | | | **Yes** | | | | **No** |
| 5 | | | | 0 |
| 1. Does the agency employ a finance director with at least three years of experience in accounting at this type of entity? | | | | | | | | | | **Yes** | | | | **No** |
| 0 | | | | 5 |
| 1. Does the entity use a commercial/licensed financial software system?   If Yes, what system: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | **Yes** | | | | **No** |
| 0 | | | | 5 |
| 1. Does this system ensure that grant funds are not comingled with general operating funds? | | | | | | | | | | **Yes** | | | | **No** |
| 0 | | | | 5 |
| 1. How many years has the organization been in existence? | | **<2** | | **2-5 Years** | | | | **6-10 Years** | | **11-14 Years** | | | | **15+ Years** |
| 4 | | 3 | | | | 2 | | 1 | | | | 0 |
| 1. Does the Agency have experience managing other federal, state, local or private funds? | | **0-1 Years** | | **2-4 Years** | | | | **5-7 Years** | | **8-10 Years** | | | | **>10 Years** |
| 4 | | 3 | | | | 2 | | 1 | | | | 0 |
| 1. Does the Agency have experience administering federal funds or other grants that provide funds for services to a comparable target population? | | **0-1 Years** | | **2-4 Years** | | | | **5-7 Years** | | **8-10 Years** | | | | **>10 Years** |
| 4 | | 3 | | | | 2 | | 1 | | | | 0 |
| 1. Has the entity received federal awards from the Colorado Department of Education in the past?   If Yes, which program(s) and year(s)? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | **Yes** | | | | **No** |
| 0 | | | | 1 |
| 1. Does the entity have written procedures for procurement, time and effort (federal), and fiscal management (to include internal control procedures) of Federal or State grant funding that specifically comply with the Uniform Grants Guidance? | | | | | | | | | | **Yes** | | | | **No** |
| 0 | | | | 5 |
| 1. Amount of grant award requested for this project: | | **$300,000+** | | **$200,000-$299,999** | | | | **$100,000-$199,999** | | **$50,000-$99,999** | | | | **$0-$49,999** |
| 4 | | 3 | | | | 2 | | 1 | | | | 0 |
| 1. Single Audit Status (answer only if you receive MORE THAN $1,000,000 in federal funding from other resources):   \*Finding refers to a material weakness, significant deficiency, or questioned costs. | **No Single Audit Performed** | | **Received a Program and Fiscal Audit Finding** | | **Received a Fiscal Audit Finding** | | | | **Received a Program Audit Finding** | | | | **No Findings** | |
| 5 | | 4 | | 3 | | | | 2 | | | | 0 | |
| 1. Financial Audit (answer if not required to have a Single Audit, but instead a standard financial audit): | | **No Audit Performed for Prior Year** | | | | **Financial Audit Completed for Prior Year with no Findings** | | | | | **Audit Performed for Prior Year with Findings** | | | |
| 5 | | | | 0 | | | | | 5 | | | |
| 1. Submit a copy of most recent single audit or financial audit. Based on this submission, please indicate the percentage of grant budget being applied for as compared to total operating budget. (grant budget divided by total operating budget). | | **>40%** | | **31%-39%** | | | | **20%-30%** | | **6%-19%** | | | | **<5%** |
| 4 | | 3 | | | | 2 | | 1 | | | | 0 |
| **Total Score:** | | | | | | | | | | | |  | | |

\*As indicated on the entities most recent single audit review.

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject this entity to immediate termination of a grant award agreement up to and including return of any disbursed funds.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Preparer Name (Typed/Printed) |  | Preparer Title (Typed/Printed) |
|  |  |  |
| Preparer Signature |  | Date |

1. “Minority students” includes American Indian or Alaskan Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, and Two or More Races, as per CDE guidance. [↑](#footnote-ref-2)