

Grant Opportunities to Improve School Climate, Mental Health, and Violence Prevention

<u>Grant Opportunity</u>	<u>Project Prevent</u>	<u>School Climate Transformation Grant</u>	<u>Project Aware (Advancing Wellness and Resilience in Education)</u>	<u>School Justice Collaboration Grant (Keeping Kids in Schools)</u> **CCSD is a partner only
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Deadlines	June 30, 2014	June 23, 2014	June 16, 2014 (Submitted)	July 21, 2014
Max. Funding	\$1,000,000/year	\$750,000/year	\$50,000/year	Category 1 up to \$600,000; Category 2 up to \$2 million
Est. # of Awards	20	118	100	<u>Four</u> Awards for Category 1; <u>One</u> Award for Category 2
Duration	5 Years	5 Years	2 Years	Category 1 up to 36 months; Category 2 up to 24 months
Program Overview	To help schools in communities with pervasive violence to better address the needs of affected students and to break the cycle of violence.	To allow high need schools with disproportionately high disciplinary incidents to develop, expand, and sustain evidence-based multi-tiered behavioral frameworks to improve school climate and school safety, while helping to identify and meet the needs of students with mental health issues. School-wide Positive Behavioral Interventions and Supports (PBIS) will provide the evidence-based model to build local infrastructure and systems and provide a full range of services to address social, emotional, and behavioral needs through a tri- level system of support.	To support training of school personnel and other adults who interact with youth in both school settings and communities to detect and respond to mental illness in children and youth. The State Office of Suicide Prevention is conducting the work on behalf of the state for this project. CCSD has planned with them to focus resources from these two grants on different populations in the state. The joint training plans collaborate where possible to enhance and expand existing training opportunities. The Office of Suicide Prevention will focus training on rural areas, while CCSD's AWARE-LEA project will focus on the urban core.	To implement a multidisciplinary initiative to improve school climate, respond early and appropriately to student mental health and behavioral needs, avoid referring students to law enforcement and juvenile justice as a disciplinary response, and facilitate a proactive and supportive school reentry process in the rare instances in which a youth is referred.
Priorities	To assist schools in communities with pervasive violence to break the cycle of violence by better meeting the	Each grantee must implement a plan that: (a) Builds capacity for implementing a sustained, school-wide multi-tiered	Trainings for: teachers, counselors, other school personnel (e.g., administrators, school bus drivers, cafeteria workers, playground	Goals are: <ul style="list-style-type: none"> • to build, expand, and sustain capacity at the local level to make schools safer, increase

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	<p>needs of affected students. (1) access to school-based counseling services, or referrals to community-based counseling services, for assistance in coping with trauma or anxiety; (2) school-based social and emotional supports for students to help address the effects of violence; (3) conflict resolution and other school-based strategies to prevent future violence; and (4) a safer and improved school environment, which may include, among others, activities to decrease the incidence of harassment, bullying, violence, gang involvement, and substance abuse. Applicants must address all four subparts of this absolute priority.</p>	<p>behavioral framework by: (1) Improving the skills of school personnel to organize the components of a multi-tiered behavioral framework, such as discipline policies, funding, professional development, coaching, and interagency coordination for providing services; (2) Developing a cadre of trained and experienced staff to provide training and ongoing coaching to school leadership teams on the multi-tiered behavioral framework; and (3) Improving the quality, accessibility, and usefulness of individual school and LEA data collection and analysis. (b) Enhances capacity by providing training and technical assistance to schools on: (1) Developing or improving the quality, accessibility, and usefulness of data collection, using applications such as the School Wide Information System (SWIS) or similar information systems and data-based decision making; (2) Improving the skills and expertise of school personnel to develop, implement, and sustain a multi-tiered behavioral framework; (3) Using evidence-based practices and reliable and valid tools and processes for evaluating the fidelity of implementation of the multi-tiered behavioral framework, as well as for measuring its outcomes, including reductions in discipline referrals,</p>	<p>attendants, athletic coaches and trainers), emergency responders (e.g., police, firefighters, emergency services staff), parents, caregivers, and other youth-serving adults in MHFA and YMHA. MHFA and YMHA which are public education programs that introduce participants to the unique risk factors and symptoms of mental health problems in adolescents, build understanding of the importance of early intervention, and most importantly – teach individuals how to help a youth in crisis or experiencing a mental health or substance use challenge.</p> <p>The submitted project objectives are:</p> <ul style="list-style-type: none"> • Train 30 Instructors in YMHA • Use a train-the-trainer model to train 1,600 CCSD staff and community members in YMHA 	<p>awareness of mental health issues, connect children exhibiting behavioral health issues to needed services, and avoid unnecessary referrals from schools and juvenile justice and law enforcement agencies formally processing youth.</p> <ul style="list-style-type: none"> • to develop and implement systems for early identification of signs and symptoms, including trauma and exposure to violence that, without intervention, can manifest as behaviors and issues that result in the application of exclusionary discipline or involvement in the juvenile justice system. • to create positive school climates through evidence-based reforms and practices, including those that promote positive discipline practices.

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		<p>suspensions, expulsions, and the use of restraints and seclusion; improvements in school climate; increases in instructional time; and improvement in overall academic achievement;</p> <p>(4) Developing and implementing a process to review and update student codes of conduct, based in part on both internal and community input, to support the implementation of a multi-tiered behavioral framework; and</p> <p>(5) Coordinating school efforts with appropriate Federal, State and local resources.</p> <p>(c) Includes an assurance that the applicant will work with a technical assistance provider, such as the PBIS Technical Assistance Center funded by the Department, to ensure that technical assistance related to implementing program activities is provided.</p> <p>(d) Includes an LEA-wide assessment to determine whether there has been any disproportionate discipline of minority students or students with disabilities.</p> <p>(e) Provides for the development (during the grant period) of a detailed plan that will promote fair and effective disciplinary practices, based on data from the LEA-wide assessment.</p>		
Requirements	a) Applicants must address the absolute priority: Expand the Capacity of LEAs to Assist	(a) Describe the current LEA need and efforts to implement, scale-up, and sustain a multi-tiered behavioral	a) Individuals trained in Mental Health First Aid (MHFA) or Youth Mental Health First Aid (YMHFA).	Applicants are limited to local juvenile and family courts (including rural and tribal juvenile and family courts) that

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	<p>Schools in Communities with Pervasive Violence to Break the Cycle of Violence by Better Meeting the Needs of Affected Students.</p> <p>b) Applicants must also address the application requirements:</p> <p>(1) Description of the severity and magnitude of the problem and identification of schools to be served by the proposed project;</p> <p>(2) Collaboration and coordination with related Federal, State, and local initiatives;</p> <p>(3) Expand and improve LEA capacity to serve students exposed to pervasive violence and ensure affected students receive mental health services, as appropriate;</p> <p>(4) Delivery of a continuum of evidenced-based programs and practices in selected schools to promote conflict resolution, improve school climate and safety, and other school-based strategies to break the cycle of violence.</p> <p>c) Private School Participation</p>	<p>framework.</p> <p>(b) Describe its plan to provide effective training, technical assistance, and support to schools and staff on implementing a multi-tiered behavioral framework, including how the applicant will assess an individual school's readiness to implement or enhance a multi-tiered behavioral framework.</p> <p>(c) Describe how the proposed project will address the needs of high-need schools.</p> <p>(d) Explain how its efforts to implement, expand, and sustain a multi-tiered behavioral framework will be linked to other school safety, school improvement, and school reform efforts.</p> <p>(e) Private School Participation</p>	<p>b) Grantees must train at least six MHFA/YMHFA Instructors who will then train at least 250 MHFA/YMHFA "First Aiders" over the course of the grant program (i.e. two years).</p> <p>c) Applicants must apply for the School Climate Transformation grant.</p> <p>d) Applicants are encouraged to apply for the related Department of Justice Now Is The Time - School Justice Collaboration Assistance (SJCA), Keeping Kids In School grant.</p> <p>e) The required partners must include the LEA, the local mental health services and local law enforcement agencies.</p> <p>f) Only existing and experienced organizations with demonstrated infrastructure and expertise will be able to provide the required services quickly and effectively. Four months following award that individuals will be trained as MHFA instructors who will, in turn, train other youth-serving adults.</p> <p>g) The LEA may provide the MHFA or YMHFA training directly to school personnel and other adults;</p> <p>h) If the community organization provides MHFA or YMHFA training, the organization must be included as a required partner and the organization must have been providing services to the target population (i.e., school-aged youth) for at least two years</p>	<p>can verify that they have a <u>partnership—with a local education agency</u> (LEA) that has applied to the Department of Education's School Climate Transformation Grants-LEA (SCTG) and the Substance Abuse and Mental Health Services Administration Now Is the Time Project AWARE-LEA program. Additionally, applicants must partner with local law enforcement (via subgrants) as part of their collaborative effort. To meet these eligibility criteria, applicants to this solicitation must provide a letter of commitment or agreement, and the Grants.gov tracking numbers for the SCTG and Project AWARE grant programs applications.</p>

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Schools/Staff Served	2 elementary; 2 middle, 1 high school, and 3 continuation schools	59+ schools	30 staff	TBD
Performance Measures	<ol style="list-style-type: none"> 1. The percentage of grantees that report a measurable decrease in violent, aggressive, and disruptive behavior in schools served by the grant. 2. The percentage of grantees that report a measurable increase in the number of students in schools served by the grant receiving school-based and community mental health services to address student needs resulting from exposure to violence. 3. The percentage of grantees that report a measurable increase in the school engagement (as defined in this notice) of students served by the grant. 	<ol style="list-style-type: none"> 1. Number and percentage of schools that report an annual decrease in office disciplinary referrals. 2. Number and percentage of schools that report an annual improvement in the attendance rate. 3. Number and percentage of schools that report an annual decrease in suspensions and expulsions, including those related to possession or use of drugs or alcohol. 4. Number and percentage of schools annually that are implementing the multi-tiered behavioral framework with fidelity. 	<ol style="list-style-type: none"> 1. The number of individuals who have received training in prevention or mental health promotion (i.e., MHFA /YMHFA); 2. The number of people credentialed and/or certified to provide mental health related practices (i.e., MHFA /YMHFA) that are consistent with the goals of the grant. 3. The number of individuals referred to mental health or related services. 4. The number school-aged youth that interface with adults trained in MHFA or YMHFA in schools and in the community 	<ol style="list-style-type: none"> 1. Number of suspensions/expulsions/referrals to juvenile justice by race, gender and special education designation at the beginning of the reporting period. 2. Number of suspensions/expulsions/referrals to juvenile justice by race, gender and special education designation at the end of the reporting period. 3. Number of youth assessed as needing mental health services. 4. Number of youth who received mental health services. 5. Number of youth served. 6. Number of school communities served with desired change in discipline practice and student outcomes (e.g., revised discipline codes, improved school attendance, academic achievement, graduation rates).