

The [National Institute of Justice](#) (NIJ) is accepting applications for its fiscal year 2015 [Comprehensive School Safety Initiative \(CSSI\)](#). This program funds rigorous research to produce practical knowledge that can improve the safety of schools and students. Applications are due by **June 12, 2015**.

FUNDING SOURCE: The [National Institute of Justice](#) (NIJ)

GRANT NAME: [Comprehensive School Safety Initiative](#) (CSSI). This program funds rigorous **research to produce practical knowledge** that can improve the safety of schools and students

DUE DATE: Applications are due by **June 12, 2015**.

Broad starter project thoughts: We apply under **Category 4**, and use the current WASEM & SSAC work and build on it. This is a “research” grant, so – we research the WASEM work and the SSAC ‘costs’ grid work, a new effort from the School Safety Advisory Committee.

CATEGORY 4 – (Page 9-12): “The purpose of **Category 4** funding is to support the development and testing of **comprehensive approaches to school safety**. This funding will support two to three **multidisciplinary partnerships** that will develop a comprehensive **school** safety framework, implement that framework within local school districts, and evaluate **outcomes and costs**. These efforts are intended to produce a single comprehensive school safety framework that can inform school safety activities across the nation.”

Building on the WASEM work with LEAs, there are at least 3 potentially primary areas of research:

1. As DISTRICTS work on and complete their safety planning process:
 - a. Collect selected, completed High Qual. DISTRICT EOP/Safety Plans.
 - b. **Evaluate them:** process & product (See: e.)
 - c. Identify areas where processes and plans themselves need additional TA & support
 - d. Build that into future / ongoing resources & training.
2. Simultaneously:
 - e. within that context, we **research and develop** the SSAC **cost analysis** project.
This lends itself to research around:
 - the 5 mission areas
 - best practice & emerging / evolving issues
 - development of a template / protocol for any LEA or school
 - f. We assess the process and evaluate it. (See: b.)
 - Then we carry all this into / for the development of SCHOOL PLANS.
3. Finally:
 - g. As part of the research process, we also **examine and evaluate** regional (ESD-based) safety efforts. (This, too, lends itself to a more national protocol.)

FUNDING/Budget: For Category 4: NIJ estimates that a total of up to \$15 million will become available. NIJ anticipates that it will make two to three awards in amounts up to **\$7.5 million** with project periods ranging from **48 to 60 months**. NIJ expects to make awards in this category in the form of cooperative agreements. (p.13)

Potential Partners: OSPI / 9 ESDs; universities – as research partners; SSAC member organizations/agencies; Include AWARE; MTSS/PBIS, and other appropriate initiatives within WA.....

In Place / In Progress:

School Safety Planning RCW <http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.320.125>.
SSAC – NB: cost project
WASEM – DOE / REMS
MTSS / PBIS / SEL / Climate
AWARE
MHFA
HIB Prevention/Intervention
Suicide Prevention
PDM Implementation
HazMat-EMD
[SB 5252 – ESD Safety Centers](#)

Setting the Stage:

In March, 2014, an unstable hillside in [Oso, Washington](#), collapsed, destroying a community and killing 42 individuals. Although this tragedy happened on a weekend, and no schools were *directly in the path* of the slide, it did impact the schools, students and families in two surrounding LEAs as they dealt with the deaths of students, staff, family and community members, devastation of homes, and, on a much more mundane, practical level, school transportation disruptions.

In June, 2014, our education community experienced a school shooting with the killing one student and wounding two others at [Seattle Pacific University](#). This was closely followed by the school shooting across the Columbia River in [Troutdale, OR](#), in which one student and the shooter both died.

October 24, 2014 – MPHS

April 27, 2015 – North Thurston HS

In contrast to these negative situations, and very directly increasing the potential to avoid tragedy, the OSPI School Facilities department has been involved in a FEMA grant funded pre-disaster mitigation (PDM) project, a multi-year project. This project will identify the risks from natural hazards to our students, teachers, and school facilities, and develop a hazard mitigation plan for Washington State K-12 facilities.

In addition, the Ocasta WA, School District on the Washington Coast, plans to build the nation's first school with a vertical evacuation design. This is a safeguard in the event of a tsunami.

Incorporate the 5 DOE/REMS / (FEMA) Safety Preparedness Mission Areas

Prevention - to avoid, deter, or stop the kinds of threats or hazards noted above.

Protection - to secure schools against such threats or hazards.

Mitigation - to eliminate or reduce damage by lessening the impact of an incident.

Response - to stabilize an incident or emergency once it has happened or is certain to happen.

Recovery - to assist affected schools in restoring the learning environment.

(p.10)

A variety of activities, skillsets, and disciplines are required to develop and carry out the full range of school and student safety efforts that might be envisioned in a comprehensive school safety framework. Educators, school safety personnel, law enforcement, behavioral and mental health professionals and others must anticipate and plan for potential safety threats that may arise from within the school and from outside of the school. NIJ is not advancing a specific comprehensive school safety framework in this solicitation; however, NIJ is identifying potential elements and activities that may be part of a comprehensive framework. These include, but are not limited to, the following:

- School culture and climate interventions that reduce likelihood of violence through primary prevention.
- Disciplinary policies and practices based on clear expectations that hold students accountable for misbehavior through a continuum of developmentally appropriate and proportional consequences, without imposing overly severe or unnecessarily exclusionary sanctions.
- Training for school staff on disciplinary policies and practices that promote classroom engagement, provide alternatives to removal, and raise awareness and provide means for addressing implicit bias.
- Systems (which may include efforts to promote positive student/faculty relationships and open communication) to identify, assess, communicate, and manage threats before violent acts occur.
- Systems to manage and provide coordinated mental health and behavioral health services, including victim services.
- Physical security and technology solutions that provide access control and take appropriate steps to prevent instruments of violence (i.e., firearms, knives, other weapons) from entering schools.
- Crime prevention through environmental design.
- School-level assessments of school climate and potential and likely hazards and safety threats, including but not limited to violence.
- School-level emergency plans that encompass all hazards.
- Targeted programs to address school-level needs or challenges based on local assessments (e.g., gang prevention, bullying prevention, teen dating violence prevention).

Projects funded under Category 4 will be carried out by a diverse, multidisciplinary team of subject matter experts and researchers, working closely with educators, law enforcement, behavioral and mental health professionals, and others in one or more local school districts. A single organization or agency (the applicant) should be designated as the project lead that will assure that all components of the project are implemented as intended. The applicant that serves as the project lead will enter into a cooperative agreement with NIJ (see below for more information about cooperative agreements) and will make subawards (with entities expected to receive a portion of award funds to carry out part of the funded project) and/or enter into administrative agreements with other entities working on the project

Category 4 Project components include the following: (p.11)

- **Developing the comprehensive school safety framework.** Applicants should anticipate spending up to 12 months in the planning process, working with participating local school districts and relevant stakeholders. This framework should be based on a careful synthesis of evidence from prior research, best practices based on the judgment of subject matter experts and local practitioners, and assessment of local challenges, needs, and existing resources.

- **Implementing the comprehensive school safety framework.** The framework should be implemented in multiple schools within one or more school districts. Implementation should occur in at least two stages with implementation beginning in one set of schools in one year and another set of schools in the following year. High-quality implementation across the full-range of activities envisioned within the comprehensive framework must be supported with appropriate training and technical assistance by subject matter experts.

- **Evaluating the comprehensive school safety framework.** The research team will coordinate with all project stakeholders throughout the process, but will be primarily concerned with developing and carrying out an evaluation design that will address the process and the outcomes of the comprehensive framework. During the planning period, research partners should be working with local schools and others to collect baseline data to allow for within-school pre-post comparisons. The staged implementation approach should be developed to aid the evaluation by allowing for between-school comparisons of schools that have received the intervention and similar schools that have not yet received the intervention.

STARTER BUDGET

YEAR	State	ESD	LEA	School	Budget - \$7.5M
1. 6 Step Planning Process *					Eval - \$500K Prog - \$1M
2. Preliminary Evaluation of Tools & processes	Safety Center; SSAC Safety Costs Project; HazMat project; PDM; AWARE; MTSS	'New' Regional Safety Centers; Consortia; Regional Expertise	LEA Plans: collect / evaluate	Adapt REMS/LEA to school buildings	
3. Feedback loop	Update tools, resources & annexes; Test 'Safety-Costs Tool'	Expand to 9 ESDs	Continue Yr 2. Document all 295	Implementation / development: School plans	
4. Revisit/revise plans, tools & processes	Expand training opportunities; Eval. SEA ability to support; evaluate coord. With ESDs	Evaluate 9 regional safety centers	Evaluate selected LEA plans	Evaluate school plans	
5. Finalize Tool & Process Evaluation	Document LEA & school plans				

* 6 Step School Safety Planning Process

Following the six steps to planning, the Washington CSSI program will:

1. **Form a Collaborative Planning Team:** Use the Safety Advisory Committee as our oversight team; identify available assets, and suggest additional collaborations; **identify Evaluator**
2. **Understand the Situation:** Survey and categorize current safety-related efforts; use the ED/REMS document as a framework to review, measure, evaluate current tools, resources & protocols.
3. **Determine Goals and Objectives:** Establish specific areas of work for the evaluation process
4. **Plan Development:** Prioritize and sequence the efforts
5. **Plan Preparation, Review and Approval:** Once the planning and training resources are available, share newly prepared planning and training materials with LEAs;
6. **Plan Implementation and Maintenance:** Plan and implement a series of statewide training opportunities using both digital technologies and in-person gatherings; Review and update tools, protocols and plans with the goal of ongoing sustainability.

Application Package:

1. SF-424
2. Abstract – 400 wd. max.
3. Narrative –
 - a. Title page (not one of the 30)
 - b. Table of Contents & Figures – (not counted as part of the 30)

- c. Body: **30** page max
 - i. Problem Statement
 - ii. Project design & Implementation
 - iii. Potential Impact
 - iv. Capabilities / Competencies
- d. Appendices (not counted in 30)
 - i. Bib/references
 - ii. Tools/instruments; questionnaires
 - iii. Curric. Vitae / resumes: PI/Co-PI
 - iv. Proposed project staff
 - v. Proposed timelines & milestones
 - vi. Human Subj. protection paperwork
 - vii. Privacy Cert.
 - viii. Prev. NIJ awards...
 - ix. Letters of support/cooperation
 - x. Etc....

Within the Body:

- Purpose, goals, objectives
- Lit. review
- Detailed research design & methods
- Planned scholarly products
- Implications for crim. Justice policy
- Management plan/organization
- Dissemination plan

4. Budget Worksheet &
5. Narrative – with various supporting docs
6. Indirect Rate Agreement (if applicable)
7. Tribal Auth. Resolution
8. High Risk Status disclosure
9. Various Additional Attachments
10. Financial Mgt/System Controls questionnaire
11. Disclosure of Lobbying activities

Body: **30** page max

- i. Problem Statement:
 - History
 - Lots of safety-related initiatives
 - Revised legislation & requirements
 - Need for coordination & consistency

- ii. Project design & Implementation
 - Assess current implementation
 - Look for missing pieces
 - Look for areas which need revision
 - Assess SEA, LEA and school implementation/capabilities
 - Assess costs

- iii. Potential Impact
 - Better coordination within and among initiatives
 - Improved capabilities at SEA, ESD, LEA and school levels
 - State level – statewide resource bank
 - Focused ESD strengths
 - New, improved tools, protocols and processes
 - Focused legislative response

- iv. Capabilities / Competencies
 - Better, overall and at all levels