

Your guide to

# SMART INVESTMENTS FOR SAFER SCHOOLS



**MOTOROLA SOLUTIONS**



## Editor's note

One approach to increasing school safety is the hardening of schools. This can be as simple as locking school doors or as complex as, showing or swiping identification cards, walking through metal detectors, installing sally ports and fencing, mounting security cameras, creating anonymous reporting systems, and conducting comprehensive school threat assessments.

In addition to visible security measures, the hardening of schools can include any number of initiatives to reduce school violence such as mental health awareness training, anti-bullying programs, collaboration with law enforcement and outside mental health agencies, and positive school culture-building techniques.

The objective of this guide is to inform you on two fronts: first, about the current Federal and state legislative landscape for hardening schools; and second, on obtaining grant funding to harden schools. We start off with a guide on how to conduct a comprehensive school threat assessment. By doing so, you will better understand your school's strengths, vulnerabilities, and potential solutions. Next, this safety guide will direct you towards finding the grant funding you need to help harden schools.

We hope this guide will help your school find the resources it needs to make schools a safer place for students everywhere.

EducationGrantsHelp team





## About the author

Dr. Judy Riffle owns Santa Cruz Grants & Consulting, LLC, and has raised over 21 million dollars for various schools, school districts, and nonprofits. Funded and managed grants include school formula grants such as Title I, Title IV, IDEA Basic, and Title III LEP. Funded competitive grants include: McKinney-Vento Supplemental Education for Homeless Children & Youth, State Tutoring, 21st Century Community Learning Centers, school improvement, CA Community Colleges Basic Skills and Student Outcomes Transformation, New York Learning Technology, Arizona Pilot Program on School Emergency Readiness, USDA Fresh Fruit & Vegetable Program, USDA Distance Learning & Telemedicine Program, Baptist Community Ministries, Safeway Foundation, Tucson Electric Power, Cox Charities, Del E. Webb Foundation, and Arizona Disabled Veteran Foundation. Dr. Riffle is a former teacher, education specialist, new teacher mentor, and administrator with degrees in special education, Deaf education, and educational leadership. Besides being a member of the Grant Professionals Association, she also serves on the Green Valley Sahuarita Chamber of Commerce Foundation and has a special interest in school safety and mental health. Since December 2016, she has written monthly grant related articles for [educationgrantshelp.com](http://educationgrantshelp.com) and conducted grant research projects.

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Where is the money for hardened schools?

# A DISCUSSION ON THE CURRENT FEDERAL AND STATE LEGISLATIVE LANDSCAPE



The hardening of schools to improve or establish school safety measures continues to be a topic for both legislators and citizens alike. As a response to violent school incidents throughout the U.S., the STOP ([Student, Teachers, and Officers Preventing](#)) [School Violence Act of 2018](#) was established to offer \$100 million annually until 2028. This act is directly responsible for federal grants through the Department of Justice and administered through two offices, the Office

of Community Oriented Policing Services (COPS) and the Bureau of Justice Assistance (BJA). Together, these offices offer funding for specific school safety initiatives in which school districts and law enforcement agencies can apply.

The Bureau of Justice Assistance's suite of school safety grant programs, for the fiscal year 2019, offers \$75 million in funding.





- BJA STOP School Violence Prevention and Mental Health Training Program:
  - States and units of local governments, as well as local education agencies, are eligible to apply for this grant opportunity. Typically broken down into eight (8) categories based on population size and project specifications, what this program addresses includes the following: “(1) training school personnel and educating students to prevent student violence; (2) development and operation of anonymous reporting systems concerning threats of school violence, including mobile telephone applications, hotlines, and websites; and (3) development and operation of school threat assessment and mental health intervention teams that may include coordination with law enforcement agencies and school personnel.” In addition, the program may fund specialized training for school officials in intervening and responding to individuals with mental health issues who may threaten school safety.
- BJA STOP School Violence Technology and Threat Assessment Solutions for Safer Schools Program:
  - States, units of local government and public agencies, such as school districts, sheriff’s departments, and police departments are eligible to apply for this opportunity. Again, this program is separated into eight

(8) categories based on population size and project specifications. This program specifically provides funding for, “school safety projects that develop or enhance school threat assessment teams, specifically technological solutions that improve reporting of suspicious activity in and around schools.” Also, this program supports creating and/or enhancing state school safety centers.

The Office of Community Oriented Policing Services offers a grant program, with \$25 million in funding for Fiscal Year 2019. The COPS School Violence Prevention Program (SVPP) funds hardened school initiatives through the procurement of equipment, such as handheld radios, video surveillance devices, and metal detectors, as well as coordination and training with local law enforcement agencies.

- COPS School Violence Prevention Program (SVPP):
  - With a minimum match requirement of 25%, states, units of local government, and public agencies, including school districts, police departments, and sheriff’s departments, are eligible to apply.

As the threat of school violence continues to grip our nation, states have also taken notice and school safety funding has become a priority for many states across the country. Funding programs often vary based on the needs of the school in times of a disaster, the areas of the school, as well as the resources available to the schools.



Several hundred legislative bills and resolutions have been addressed in nearly 40 different states; the National Conference of State Legislatures breaks down the variety of approaches that are being seen across the country to improve school safety measures:

- Arming school personnel (44 bills in 20 states)
- Developing emergency response plans (35 bills in 19 states)
- Requiring emergency drills (25 bills in 16 states)
- Addressing school resource officers (SROs) regulations and training (24 bills in 19 states)
- Strengthening building security (32 bills in 17 states)
- Increasing access to mental health services (28 bills in 18 states)

While states throughout the country are pursuing school safety procedures, funding is necessary to fulfill these goals. Funding has been commonly seen through state budgets, or grant programs from state departments such as Departments of Education. However, state legislation has been the main resource for implementing the new guidelines throughout schools.

Allocated state budgets and funding have allowed for hardened school goals to come to life. For example, states such as Maryland have established SB 1265, the Maryland Safe to Learn Act of 2018. The Act includes a one-time funding opportunity of \$2.5 million safety assessment grants that will be administered by the Maryland Center for School Safety. Additionally, there is \$10 million of school safety grants to be administered through the Maryland State Department of Education, \$10 million in grants to be administered by the Maryland Interagency Committee on School Construction (IAC) for safety – related operating and capital projects, as well as \$10 million in school safety improvement grants that are provided in the capital budget.

In an effort to create awareness regarding school safety, state legislations have also started to address mental health and behavioral issues more strongly. Georgia passed House Bill 762, which allocates \$16 million in bond funds for school safety. The bill requires that the student attendance committees also address school climate, and the committee also has the authority to recommend the use of positive behavioral interventions.

The behavioral health of students plays a key role in the outcomes of school safety and identifying programs and initiatives to provide proper resources to potential students could be



a strong preventative measure regarding school safety. Georgia has also utilized their funding to establish resources such as bullying prevention toolkits, school safety hotlines, and school emergency management toolboxes. Additionally, as of 2019, Georgia has added mental health counselors to 343 of the state public schools.

Another example of a state funded program is Massachusetts's Safer Schools and Communities Equipment and Technology Grant Opportunity. The opportunity makes \$7.2 million dollars available towards funding for school districts and charter schools for a one-time grant. The funding is aimed towards applicants requesting exterior door locks and door locks (with single secure entry points). The application also states that secondary consideration will be given to the following items:

- surveillance video cameras
- school site alarms
- interoperable communications systems
- tourniquets, or other emergency first aid equipment
- active shooter detection systems.

Beyond this, additional types of equipment and technology that can be submitted for consideration include metal detectors, door jammers, and classroom safety buckets.

**Please see below for a list of several states providing a variety of school safety resources:**

Michigan: 2018 - SB 601 – Over \$18.6 million to schools to upgrade security systems. Additional \$500,000 to Michigan State Police to upgrade the state security program, OK2Say, which receives anonymous tips of potentially violent school activity.

New York: 2019 - \$1.6 million in safe and supportive school grants from state education department (Aimed to support initiatives regarding school climate in economically disadvantaged schools in order to build healthy, supportive, and safe learning environments.)

North Carolina: 2018 - \$5 million in recurring funds to expand an existing \$7 million School Resource Officer Grant Program by expanding SROs through elementary and middle schools.

Tennessee: 2019 - \$30 million proposed by the governor to enhance school safety and add resource officers and radios to prepare schools against any threats to safety.

Vermont: 2018 - \$4 million in state funded grants to upgrade campus safety through new equipment such as door locks, security cameras, emergency kits, and radios.





# Securing equipment and technology for hardened school initiatives

School violence is shaking communities across the U.S. Are you curious about funding trends in preparing for equipment and technology grants for school safety? The federal government and state governments are responding by offering grant opportunities and other financial support programs by providing schools with the opportunity to enhance and fund school safety initiatives. The following hardened school initiatives for securing equipment and technology can likely be utilized through both federal and state grants:

1. Coordination with local law enforcement
2. Security assessment checklist
3. Training for local law enforcement officers to prevent school violence against others and self
4. Comprehensive safety and needs assessment
5. Hire School Resource Officers (SROs)
6. Hire campus safety monitors
7. Equipment

- a.) metal detectors
- b.) locks
- c.) lighting
- d.) security cameras
- e.) emergency public address systems
- f.) emergency call boxes (aka Knox boxes)
- g.) bullet resistant glass
- h.) sally ports
- i.) fencing
- j.) in place impenetrable shelters for classrooms
- k.) access card readers
8. Acquisition and installation of technology for expedited notification of local law enforcement during an emergency
9. Anonymous reporting online or phone systems (i.e. Sandy Hook Promise free online system)



**The purpose of school safety funding and securing the equipment and technology for your hardened schools' initiatives:** The purpose of school safety funding is to enable schools to secure the needed equipment and technology to protect students from violence, weapons, threats, bullying, and harassment. The physical protection is only part of the school safety puzzle; the emotional effect of a threat can be as strong, if not stronger than that of the physical threat. If students or staff do not feel safe coming to school, they are placed in an environment that does not support learning.

According to the Naval Postgraduate School's Center for Homeland Defense and Security (CHDS) [database](#), 42 K-12 school shootings have occurred in 2019 so far. In 2018, there were 104 shootings and in 2017 the number was 45.

**Important fact to remember:** This CHDS school shooting database includes any time a bullet hits school property or when a gun is held or fired, including by law enforcement or SROs.

The [Washington Post](#) recently tracked school shootings for a year and found that over 221,000 children have been impacted by gun violence in schools since Columbine in 1999. While these statistics are alarming, it's important to remember that school shootings are rare. In addition, school safety concerns encompass other issues such as suicide, bullying, harassment, sexual assault, cyberbullying, drug/alcohol abuse, and mental health needs. Consider K-12 school safety and mental health funding needs under the lens of the following Every Student Succeeds Act (ESSA) formula grants: Title I-A, Title II-A, Title IV-A, and Rural and Low-Income Schools (RLIS).

## Title I-A

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**Title I** (Improving the Academic Achievement of the Disadvantaged of [ESSA](#)) "provides all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps." If you've been in education awhile, you are accustomed to thinking of this funding allocated towards

literacy and math achievement, but it can be used for so much more such as STEAM (science, technology, engineering, art, math), CTE (career technical education), civics, government, and health to encourage an enriched curriculum and educational experience. Under school safety and mental health, consider funding non-instructional expenses like student behavior/mentoring supports, positive school climate initiatives, counselors, and social-emotional learning (SEL).

## Title II-A

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Title II-A (Effective Teachers & Leaders) supports effective instruction through professional development. It funds strong teacher leadership, transformative school leadership, induction/mentorship, and meaningful evaluation and support. For states, [Title II-A](#) funding provides training to recognize and prevent child sexual abuse along with other evidence-based, allowable activities {ESEA Sec. 2101(b) (4)}. Allowable district and school activities related to school safety and mental health are {ESEA Sec. 2103(b)(3)(I)}:

- Professional development (PD) to help teachers and leaders identify trauma and mental illness
- PD for referring students/families for treatment and intervention
- Collaboration between school mental health programs and mental health agencies
- School climate concerns such as safety, peer relationships, drug/alcohol abuse, and persistent absenteeism

## Title IV-A

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Title IV-A is the [Student Support & Academic Enrichment Grant](#) (SSAEG), which focuses on three areas: well-rounded educational activities, safe and healthy students, and effective use of technology. [Here](#) is a handy one-page grant summary of allowable Title IV-A uses. Specifically, school safety and mental health fall under the grant purpose of "improve



school conditions for student learning” (Sec. 4101, Purpose). Allowable activities include school mental health services, counselors, conscious discipline, restorative justice, violence prevention, and community partnerships. Other funding possibilities include:

- Drug abuse prevention
- Karate instructor
- PD for social-emotional literacy, suicide prevention, classroom management, crisis management, conflict resolution, violence prevention, bullying/harassment prevention, drug abuse prevention
- Promoting positive school climates
- Dropout prevention/reentry projects
- Anti-bullying/anti-harassment programs/materials

## RLIS

The Rural and Low-Income School (RLIS) grant provides funds to improve student achievement and address personnel/resource needs of rural, low-income schools. RLIS allowable grant activities mirror those authorized under Title I-A,

Title II-A, Title III, and Title IV-A. Note: If schools receive federal [Rural Education Achievement Program \(REAP\)](#) funds, they cannot also receive RLIS funds in a single fiscal year. Examples of expenses funded include bullying prevention materials, school parent messenger systems, security personnel, metal detectors, peer mediation, character education, safe zones, referral services, and trauma-informed training such as [Trust-Based Relational Intervention \(TBRI\)](#).

**Tip:** Remember to justify any of the above expenses through your needs assessment like any other grant. Use evidence-based research, parent/student survey data, a school or district Emergency Response Plan (ERP), and a school safety/risk assessment.

**Federal and State school safety grants for equipment and technology:** The STOP School Violence Act of 2018 provides 100 million dollars annually until 2028 and focuses on three programs: Prevention and Mental Health Training, Threat Assessment and Technology Reporting, and School Violence Prevention. Eligibility for all three programs is limited to states, units of local government, and Indian tribes. School districts are eligible to apply for



the Department of Justice Community Oriented Policing Services (COPS) [School Violence Prevention Program](#) (SVPP) which funds school safety measures including:

- Coordination with law enforcement
- Training to recognize and prevent events of student violence
- Deterrent measures (metal detectors, etc.)
- Technology for expedited notification of law enforcement during an emergency
- Other measures providing significant improvements in security

The Bureau of Justice Assistance (BJA) will also have 2 school violence prevention grants available that total 75 million dollars in 2019:

- STOP School Violence Prevention Training and Response to Mental Health Crisis Program
- STOP Violence Threat Assessment and Technology Reporting Program

**A look at which equipment and technology trends/categories were funded in 2018:** The 2018 STOP School Violence Act funding provides the COPS SVPP grant (\$25M) and the BJA STOP School Violence Program (\$75M). Here are the 2018 COPS SVPP top funded areas by topic and awardee information:

1. Improving situational awareness (including fixed surveillance at 41%)
2. Prohibiting entry
3. Planning/training
4. Increasing communication

Thirty-three states were awarded: AL, AK, AZ, AR, FL, GA, IL, IN, IA, KY, LA, MA, ME, MI, MN, MS, MO, NE, NJ, NY, NC, OH, OK, PA, RI, SC, TN, TX, UT, VA, WV, and WY.

Here is some 2018 BJA STOP School Violence Prevention & Mental Health Training Program grantee information:

- Example awardees: Gilbert USD 41 (AZ), Pasadena USD (CA), Amarillo ISD (TX)
- 85 awards = \$27,786,726
- Train school staff and students how to prevent violence against others and themselves
- Train school staff how to respond to mental health crisis
- Other measures to improve violence prevention and training as approved by the BJA Director
- Source: <https://www.bja.gov/stop-school-violence-program/newsandinfo.html>

2018 BJA Stop School Violence Threat Assessment and Technology Reporting Program grantee Information includes:

- Example Awardees: Anchorage SD (AK), Fulton County BOE (GA), Ohio DOE
- 68 Awards = \$19,085,027
- Anonymous Reporting Systems: mobile telephone, hotlines, websites
- Create threat assessment teams collaborating with law enforcement and school personnel
- Other measures to improve threat assessments and reporting as approved by the BJA Director
- 240 applications submitted, 213 sent to peer review, 183 awards

As you consider how to plan and fund school safety initiatives, remember to periodically review and research current trends in hardened schools.



# Education Funding 101 for hardened school initiatives

***Judy Riffle, Ed.D.***

## **How to prepare for funding opportunities:**

Being prepared for funding opportunities is an arduous and time-consuming task. Some people who are not experienced in education funding believe schools receive all the money they need, especially when asking for funds to make schools safe. A solution to remedy the lack of funding opportunities is to follow this guide and apply best practices to your funding requests.

The first question to ask yourself is “**Am I grant ready?**”

**Grant Readiness:** When planning for grant funding, this is the first item organizations need to analyze and review annually. In your organization, are all the ducks in a row to stand strong in the competitive grant arena? Diane Leonard offers a free online tool to help

determine an organization’s grant readiness [here](#). This Grant Readiness Assessment Strategy Prep (GRASP) tool only takes 10 minutes and should be done at least once a year to show growth and to help identify areas still needing development. At a recent Grant Professionals Association (GPA) annual conference presentation, Diane outlined the following six grant readiness areas: registration processes, internal capacity, internal controls/policies, strengths, needs, and goals. The GRASP tool is a fantastic aid for strategic grant planning.

If you enter a competitive 10K Fun Run on Thanksgiving, you need to prepare, train, and practice several months in advance. Preparing to be grant ready is no different than training for a fun run; you must prepare several months in advance.



**Common information/documents needed for grant applications:** It's a good idea to maintain a file with current organizational resources such as the following:

- Vision and mission statements
- Current Sam.gov registration information (must be updated annually)
- Employer/Tax Identification Number (EIN)
- DUNS Number
- An organizational chart showing clear lines of leadership and decision-making processes
- A list of funded grants and funding sources
- Documentation showing a credible track record in managing grant programs and funds
- Resumes/biographies of personnel, consultants, Board members, and partners
- Strategic plan and goals
- Memorandums of Understanding (MOUs) and letters of agreement
- Sound accounting practices and systems (i.e. accounting system used such as QuickBooks or Visions, audited financials, Certified Public Accountant (CPA), fund accounting capability)
- Program budget
- Operating budget
- Governing Board list (names, addresses, and affiliations)

Next, with the aid of a [grant calendar](#), you can forecast when grants are released. Then, you can train; watch webinars over the internet, attend conferences, participate in funder meetings, read journal articles, volunteer to be a grant peer reviewer, and learn strategies from an experienced grant professional. These strategies

will help prepare you for writing a winning grant application to make your schools safer.

An innovative way to become grant ready is to draft a needs statement. You can have a needs statement for anything that requires improvement: safety and security, breakfast and lunch programs, or capital improvements are examples. Another needs statement resource is your comprehensive needs assessment required for the Every Student Succeeds Act (ESSA) funding (i.e. Title I, Title II, Title III, Title IV-A, 21st Century Community Learning Centers, Rural and Low-Income Schools).

Always have a draft copy of your needs statement at your fingertips. The needs statement drives the entire grant, and having a draft copy available, inches you closer to obtain funds to harden your schools. Imagine if a friend sent you shopping and told you to buy eight ingredients for a specific meal, without giving you a list of needed ingredients. You could spend days roaming the store trying to find the eight ingredients which is mixed in with thousands of food items. Now, envision your friend gave you a detailed list of eight needed items. It would take you a few minutes to gather and pay for the food. A needs statement for a grant is no different.

The needs statement has no hard-set rules, but the following tips can help. Gather and analyze school discipline data, police reports, community crime statistics, and personal school stories involving students (without using names of course). In addition, don't think that stories can only be used in foundation or corporate grants; opening a federal or state grant proposal with a story in your need statement can catch the reader's attention and hold it throughout. Make the reviewer feel as if they live in that community, and that they must fund your proposal to help your students. Make the reader feel and think they must fund this project, or the world will fall apart.

Conduct comprehensive school threat assessments and find hazards and threats; don't forget your assessment should include all



buildings, schools, buses, students, teachers, staff, and visitors. Collaborate with school security personnel, local law enforcement, fire departments, military bases, hospitals, airports, the Federal Emergency Management Agency (FEMA), Homeland Security, local businesses, and other emergency responders to strengthen the proposal. Evaluate the district emergency response plan, noting strengths and weaknesses. Ensure the plan includes the following critical elements: prevention, response, recovery, protection, and mitigation. The needs statement process cannot be accomplished overnight, or even in a few weeks. This procedure should be a living and breathing process that is ever evolving. This process enables you to be grant ready.

### Tips for submitting successful grant proposals

**1 Beginning a winning grant proposal requires no writing at first.** You must read, decipher, and study the Request for Proposals (RFP) in its entirety. Highlight important parts, such as the words “must” and “should”. Keep the RFA beside you throughout the grant preparation process. Also, pay attention to the frequently asked questions (FAQ), as someone else probably had the same questions. Most federal

government RFPs are at least 80 pages, and that is for a relatively short grant application. Some people believe a winning grant can be written in a few hours without any research and that questions can be answered with vague information.

**2 Know the Jargon.** Make sure you understand terms such as hardened schools, active shooter, targeted violence, mass casualty incident, armed assault, intrusion, larceny, burglary, and robbery. There is a big difference between a planned attack at a school versus a violent act in the community that spills over into the school environment, such as those requiring a lockdown or “shelter in place.”

**3 Budget.** The budget must be the first document you complete in a grant proposal. As discussed previously, a needs statement tells you and the reviewer your shortfalls and what you need to correct them. A detailed budget outlines your monetary needs statement, and tells the story of your project. From there, the rest of the grant proposal falls into place.

**4 Connect and elaborate on goals.** After your budget, create a logic model to help guide the grant writing project, and ensure every part of





the proposal matches that logic model. Provide a map or schematic. Don't leave any questions unanswered in the reviewer's mind and strive for a proposal that reads like a well-played symphony.

**5 Create specific, measurable, achievable, realistic, and timely (SMART) objectives.** SMART guidance helps you write objectives correctly based on project goals. Download the [Writing 21st CCLC SMART Outcome Objectives PowerPoint](#) training under "21st CCLC Grant Application Recommended Resources" on the Arizona Department of Education webpage for guidance.

**6 Address every suggested improvement in last year's application.** If you have reviewer feedback from a past failed grant application, address every reviewer comment, whether you agree with them or not. Rewrite the comments into question format to help grant team members provide specific information. Consider making a checklist of all items that need to be addressed.

**7 Remember the three magic budget words: reasonable, allowable, and allocable.** Here is a helpful short [video](#) from the U.S. Department of Commerce Minority Business Development Agency about these terms. Also, refer to your

organization's required federal documents and ensure they are up to date (i.e. travel policy, procurement policy, etc.).

## **8 Create a clear, concise, cohesive and compelling proposal.**

**Be clear.** Follow your English teacher's advice, and clearly tell the reviewer about your project by answering the following questions. Who? What? Where? When? Why? How? Don't force the reviewer to read your mind. Explain acronyms the first time you use them, and later in a long narrative to help a tired reviewer easily read your proposal. For example, do you want the reviewer to guess if E.D. stands for Executive Director, emotionally disturbed or something else? Grant reviewers are usually not allowed to look up information from your narrative on the internet; they must rely on the proposal alone to understand your project and score appropriately based on a rubric.

**Be concise.** Answer each grant question thoroughly with concise, well thought out and simple language. Use charts, graphics, bullet points, or other methods allowed by the funder to break up the narrative, make complex ideas easier to understand, and provide a rest for weary reviewer eyes. Avoid overly long sentences and unnecessary words such as that, according



to, kind of, and definitely. The Purdue Online Writing Lab provides great examples of [words to eliminate](#) and [conciseness](#) on their website.

**Be cohesive.** A good rule of thumb to achieve cohesiveness is to prepare the grant budget prior to writing the narrative. When a budget is completed at the last minute, it is difficult to ensure alignment with the project description and entire narrative. Experienced reviewers often place the budget and narrative side by side to ensure both sections tell the same story. Avoid surprising or overly expensive items in the budget. Strive for reasonable, allocable and allowable expenses.

**Be compelling.** The need section must grab the reader's attention immediately. Tell a story about the people you serve including valid and reliable statistics. Use research three years old or less, unless its classic research accepted over time or there is no current evidence available. To make a greater impact on the reader, avoid passive voice and adverbs. Ensure all community or organizational needs you include in the grant narrative are addressed in the project design. Make all grant sections flow like a peaceful river. Aim for the reviewer to feel compelled to fund your project without any lingering doubts. Can someone who knows nothing about your organization pick up the proposal and run the same project on their own based on the information you provide?

**9 Collaboration.** Funders are increasingly looking for this. Besides partnerships with first responders and other community resources, involve different district personnel, families, students, counselors, youth service agencies, churches, and other local stakeholders in the grant planning and project implementation. Consider forming an Emergency Response Advisory Team if you don't already have one.

**10 Communication.** Ensure the communication plan for school emergencies is available to all stakeholders and understood by all, including those who may not be proficient in English. Assign buddies to help students with language difficulties or special needs.

**11 Classroom and district site emergency toolkits.** These should include the crisis plan, student rosters, first aid kits, flashlights, batteries, water, snacks, and other supplies as recommended by FEMA.

**12 National Incident Management System (NIMS).** Use this proactive approach to planning for emergencies including the following components: command and management, resource management, communications and information management, preparedness, and continual management and maintenance. Describe how you will use these tools to plan and manage staff in the grant proposal.

# A GRANTS SUCCESS STORY

A Motorola Solutions two-way radio and communications infrastructure buildout



**Estimated Cost: \$1.3 Million**



Spanning over 172 square miles, applicant is the largest school district in the state of Minnesota



Officials were seeking radio communication capabilities among 49 educational facilities.



Having radio capabilities would enable officials, educators, and staff the ability to immediately connect to the District Response Team in the event of a critical incident/emergency situation, which includes active-shooters.

## MARCH 22

School District begins inquiry on [EducationGrantsHelp](#).

## JULY 02

Informational form is completed and quote with estimated cost is received.

## JULY 10

Grant Researcher recommends nine Federal, State, and Local/Foundation grant sources. Grant Researcher discovers that the Minnesota Department of Education will be releasing guidelines for their State School Safety grant on July 16, 2018.

## IN LESS THAN 7 MONTHS

School District confirms award notification in the amount of **\$490,123!!**

## APRIL 01

School District receives instructions to complete an informational form and request a quote with an estimated cost.

## JULY 05

The grants research process begins: EduGH team assigns task to a grants professional to perform additional research for potential grant opportunities.

## AUGUST 01

School District submits the MN School Safety Grant.





# TAKE SCHOOL SAFETY TO THE NEXT LEVEL

You're challenged every day to provide a safe and secure learning environment. In response to a growing number of incidents, schools like yours have implemented safety measures, such as access control, video, anonymous tip submissions, panic buttons, and emergency push notifications. But, how do you intelligently integrate this information so that your school officials can communicate and collaborate with staff... and first responders?

With Motorola Solutions, you can enhance your safety and security operations and change outcomes in the moments that matter. That's how you create the safest learning environment possible.

Visit [www.motorolasolutions.com/education](http://www.motorolasolutions.com/education) to learn more.



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# MORE RESOURCES

**eBook: Guide to 2018 school safety communication grants**

**Article: School safety funding 2019**

FALL 2018

## Guide to School Safety Communications Grants

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