



U.S. Department of Education  
Office of Elementary and Secondary Education  
Office of Safe and Supportive Schools

*TECHNICAL ASSISTANCE WEBINAR FOR THE*

**FY2019 SCHOOL CLIMATE TRANSFORMATION GRANT—  
LOCAL EDUCATIONAL AGENCY COMPETITION  
(CFDA 84.184G)**



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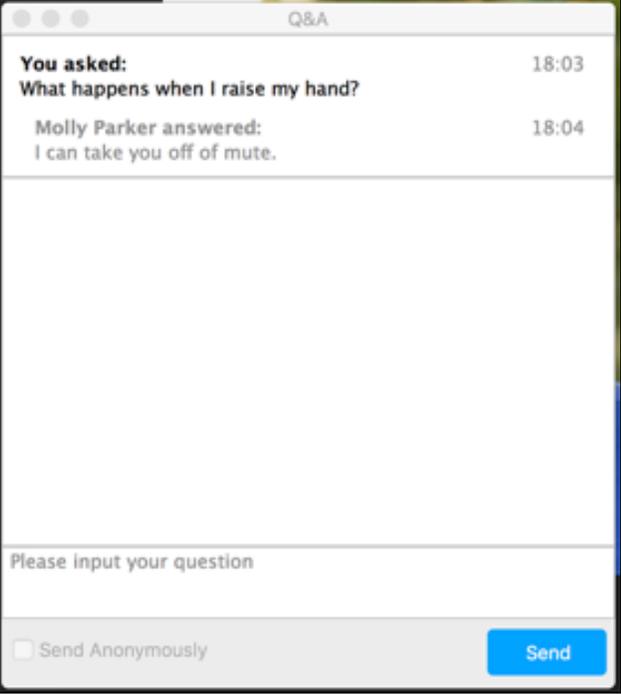
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# WEBINAR LOGISTICS

## Technical Issues

For assistance during the webinar, please contact the National Center on Safe Supportive Learning Environments at [ncssle@air.org](mailto:ncssle@air.org).

## Q&A Pane



The screenshot shows a Q&A pane with a title bar labeled "Q&A". The content includes a question and an answer:

<b>You asked:</b> What happens when I raise my hand?	18:03
<b>Molly Parker answered:</b> I can take you off of mute.	18:04

Below the question and answer is a text input field with the placeholder text "Please input your question". At the bottom left, there is a checkbox labeled "Send Anonymously". At the bottom right, there is a blue "Send" button.

If you have a question for the presenters, please type it in the Q&A, or e-mail [ncssle@air.org](mailto:ncssle@air.org) during the webinar.

# WEBINAR LOGISTICS

- Review the entire application package
- If you have questions following the webinar - [LEA.SCTG19@ed.gov](mailto:LEA.SCTG19@ed.gov)
- Application package available at: [www.grants.gov](http://www.grants.gov) and [www.ed.gov/programs/schoolclimatelea](http://www.ed.gov/programs/schoolclimatelea)

# FY2019 COMPETITION OVERVIEW

- **Official Document Notice:** The official document governing this competition is the *corrected* Notice Inviting Applications published in the Federal Register on June 20, 2019;
- **Eligibility:** Local Education Agencies (LEAs) or consortia of LEAs that have never received a grant under this program

# FY2019 COMPETITION OVERVIEW

- **Application Due Date:** All applications must be submitted electronically through the Grants.gov portal and must be submitted before **11:59:59p.m., Eastern Time, on July 22, 2019.** Please note that applications may not be emailed or faxed.
- **Grants.gov Support:** If you have any questions regarding this matter please email the Grants.gov Contact Center at [support@grants.gov](mailto:support@grants.gov) or call 1-800-518-4726

# FY2019 COMPETITION OVERVIEW

- **Project Period:** The project period for these grants is up to 60 months (5 budget periods of 12 months each). Projects will be funded for the first year with an option for four additional years contingent upon demonstration of substantial progress by the grantee and the availability of future funds.
- **Estimated Award Information:** We estimate we will make approximately 80 new awards. Projects will be funded for approximately \$100,000 to \$750,000 per year for up to 5 years, depending on the scope of work.

# FY2019 COMPETITION OVERVIEW

- **Review of Applications:** The review of applications and notification of awards for this grant competition requires approximately 8 to 10 weeks depending on the number of applications we receive.
- **Notification of Awards** We expect to notify successful applicants by late September 2019. Unsuccessful applicants will be notified within 60 days after awards are announced.

# PROGRAM OVERVIEW

- **Purpose:** The School Climate Transformation Grant Program--Local Educational Agency Grants (SCTG-LEA) provides competitive grants to LEAs to develop, enhance, or expand systems of support for, and technical assistance to, schools implementing a multi-tiered system of support, for improving school climate.

# PROGRAM PRIORITIES

## REQUIRED

- **Absolute Priority 1**--Improving School Climate

## ONE of these REQUIRED

- **Absolute Priority 2**--LEAs that are rural LEAs or serve one or more federally recognized Tribes.
- **Absolute Priority 3**--LEAs that include a Qualified Opportunity Zone.
- **Absolute Priority 4**--LEAs that are not rural LEAs, do not include Qualified Opportunity Zones, and do not serve one or more Tribes.



# PROGRAM PRIORITIES

## **Absolute Priority 1--Improving School Climate**

Projects designed to develop, enhance, or expand systems of support for, and technical assistance to, schools implementing a multi-tiered system of support for improving school climate, which may include a multi-tiered behavioral framework, by using evidence-based efforts that are designed to foster safety; promote supportive academic, disciplinary, and physical environments; and/or encourage and maintain respectful, trusting, and caring relationships throughout the school community.

# PROGRAM PRIORITIES

## **Absolute Priority 2--LEAs that are rural LEAs or serve one or more federally recognized Tribes**

An LEA, including a BIE-funded school, meets this absolute priority if:

- (1) it is a rural LEA, as defined in the NIA; or
- (2) it predominantly serves members of one or more federally recognized Tribes.

# PROGRAM PRIORITIES

## **Absolute Priority 3--LEAs that include a Qualified Opportunity Zone**

An LEA meets this priority if it includes, as a portion of the area served by the LEA, a Qualified Opportunity Zone under section 1400Z-1 of the Internal Revenue Service Code, as amended by the Tax Cuts and Jobs Act, as defined in the NIA.

*(A list of Qualified Opportunity Zones is available at: [www.cdfifund.gov/Pages/Opportunity-Zones.aspx](http://www.cdfifund.gov/Pages/Opportunity-Zones.aspx) )*

# PROGRAM PRIORITIES

**Absolute Priority 4--LEAs that are not rural LEAs, do not include Qualified Opportunity Zones, and do not serve one or more federally recognized Tribes**

An LEA meets this absolute priority if it indicates in its application that it is not a rural LEA, as defined in the NIA, does not serve a Qualified Opportunity Zone, and does not predominantly serve members of federally recognized Tribes.

# PROGRAM PRIORITIES

- *Competitive Preference Priority 1*--Protecting Freedom of Speech and Encouraging Respectful Interactions in a Safe Educational Environment
- *Competitive Preference Priority 2*--Fostering Knowledge and Promoting the Development of Skills That Prepare Students To Be Informed, Thoughtful, and Productive Individuals and Citizens
- *Competitive Preference Priority 3*--Opioid Abuse and Prevention

# PROGRAM PRIORITIES

Competitive Preference Priority 1--Protecting Freedom of Speech and Encouraging Respectful Interactions in a Safe Educational Environment (0 to 2 points)

Projects that are designed to develop positive learning environments that promote strong relationships among students and school personnel to help prevent bullying, violence, and disruptive actions that diminish the opportunity for each student to receive a high-quality education.

# PROGRAM PRIORITIES

## Competitive Preference Priority 2--Fostering Knowledge and Promoting the Development of Skills That Prepare Students To Be Informed, Thoughtful, and Productive Individuals and Citizens

**(0 to 3 points)**

Projects likely to improve student academic performance and better prepare students for employment, responsible citizenship, and fulfilling lives, including by preparing children or students to do one or more of the following:

- (i) Develop positive personal relationships with others.
- (ii) Develop determination, perseverance, and the ability to overcome obstacles.
- (iii) Develop self-esteem through perseverance and earned success.
- (iv) Develop problem-solving skills.
- (v) Develop self-regulation in order to work toward long-term goals.

# PROGRAM PRIORITIES

## Competitive Preference Priority 3--Opioid Abuse and Prevention

**(0 to 5 points)**

Applications that propose a high-quality plan to implement opioid abuse prevention and mitigation strategies. The plan must describe how the LEA will use funds to implement evidence-based strategies for preventing opioid abuse by students, and/or address the mental health needs of students who are negatively impacted by family or community members who are (or have been) abusers.

# APPLICATION REQUIREMENTS

## *Application Requirement #1*

Describe the current efforts by the LEA to support schools implementing evidence-based efforts that are designed to foster safety; promote a supportive academic, disciplinary, and physical environment; and/or encourage and maintain respectful, trusting, and caring relationships throughout the school community;

# APPLICATION REQUIREMENTS

## *Application Requirement #2*

Describe how the LEA used the EDSCLS or similar assessment tool to help determine program needs and will use the EDSCLS or similar assessment tool for program decision making and improvements;

*(Applicants can learn more about EDSCLS and download it for free by visiting <https://safesupportivelearning.ed.gov/edscls>)*

# APPLICATION REQUIREMENTS

## *Application Requirement #3*

Describe its plan to build, improve, or enhance LEA capacity to provide effective training, technical assistance, and support to schools related to implementing evidence-based efforts that are designed to foster safety; promote a supportive academic, disciplinary, and physical environment; and/or encourage and maintain respectful, trusting, and caring relationships throughout the school community, including--

- (1) When and how often the applicant plans to conduct technical assistance activities;
- (2) How the applicant plans to garner buy-in from participants and other stakeholders; and
- (3) The estimated number of schools that will be assisted;

# APPLICATION REQUIREMENTS

## *Application Requirement #4*

Describe how the proposed project will address the needs of schools identified for comprehensive support and improvement under section 1111(d)(1) of the Elementary and Secondary Education Act of 1965, as amended (ESEA), and schools identified for targeted support and improvement under section 1111(d)(2) of the ESEA.

# SELECTION CRITERIA AND SCORING

<b>Need for project:</b>	<b>15 points</b>
<b>Significance:</b>	<b>15 points</b>
<b>Quality of the project design:</b>	<b>20 points</b>
<b>Quality of the project services:</b>	<b>30 points</b>
<b><u>Quality of the project evaluation:</u></b>	<b><u>20 points</u></b>
<b><i>TOTAL</i></b>	<b><i>100 Points</i></b>

# PERFORMANCE REPORTING

- SCTG-LEA grant recipients must submit an **annual performance report** demonstrating their progress in meeting approved project objectives
- At the end of the project period, grantees will also be required to submit a **final performance report**

# THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA) INDICATORS

The **Government Performance and Results Act (GPRA)** of 1993 requires federally funded agencies to develop and implement an accountability system based on performance measurement.

It requires that all federally funded programs:

- Outline long-term and annual performance goals that include outcomes,
- Develop indicators to assess performance goals,
- Collect and analyze data on the indicators, and
- Report progress toward achieving performance goals based on the data collected and analyzed.

# THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA) INDICATORS

## GPRA Measure #1

The number of training and/or technical assistance events to support implementation with fidelity provided annually by LEAs to schools implementing a multi-tiered system of support.

## GPRA Measure #2

Number and percentage of schools annually that report an improved school climate based on the results of the EDSCLS or similar tool.

# THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA) INDICATORS

## GPRA Measure #3

Number and percentage of schools annually that are implementing a multi-tiered system of support framework with fidelity.

## GPRA Measure #4

Number and percentage of schools annually that are implementing opioid abuse prevention and mitigation strategies.

# THE GOVERNMENT PERFORMANCE AND RESULTS ACT (GPRA) INDICATORS

## GPRA Measure #5

Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of alcohol.

## GPRA Measure #6

Number and percentage of schools that report an annual decrease in suspensions and expulsions related to possession or use of other drugs.

## RESOURCES

The National Center of Safe and Supportive Learning Environments:  
<https://safesupportivelearning.ed.gov/>

Technical Assistance Center on Positive Behavioral Interventions and Supports: [www.pbis.org](http://www.pbis.org)

How To Apply for Grants:  
<https://www.grants.gov/web/grants/applicants/apply-for-grants.html>

Common Instructions for Applicants to Department of Education Discretionary Grant Program:  
<https://www.gpo.gov/fdsys/pkg/FR-2018-02-12/pdf/2018-02558.pdf>

# QUESTIONS (VIA THE Q&A PANE)

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