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COPS School Violence Prevention Program (SVPP)

White Paper and Application Workbook



Genetec

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Building the Safety Infrastructure Your Schools Deserve

Genetec™ Security Center is a unified security, operations, and intelligence platform purpose-built to help schools create safer environments and to make sure the people responsible for student safety are working from the same picture.

By bringing all of a district's physical security systems together under a single interface, Security Center eliminates the fragmentation that can slow response times and complicate day-to-day operations. The result is a more consistent experience for staff, and meaningful savings in training, infrastructure, and lifecycle management over time.

Out of the box, the platform includes a comprehensive suite of integrated modules designed to address the layered security needs of a school environment:

- Synergis™ access control
- Omnicast™ video management
- AutoVu™ automatic license plate recognition
- Sipelia™ SIP-based communication management
- Intrusion monitoring
- KiwiVision™ video analytics
- Advanced mapping
- Visitor management
- Threat level management



A full list of fundable technologies will be published in the SVPP Application Guidance, once the grant is open for application.

Security Center's open architecture also allows districts to connect a wide range of campus safety technologies (including gunshot detection systems, vape sensors, fire and smoke alarms, HVAC systems, and AED devices), all monitored and managed from the same platform.

Where Security Center truly sets itself apart for K-12 environments is in its ability to bridge the gap between school security teams and local law enforcement. Through federation, a district can authorize its local sheriff's office or police department to access designated system components across every school in the district — from a single, centralized view. That means first responders can pull up interior and exterior camera feeds, monitor intrusion alarms, and adjust threat levels in real time, without waiting for someone on-site to share access during a high-stress situation.

That kind of pre-established, permission-based connectivity isn't just a convenience; it's the difference between responders arriving informed and responders arriving blind.

Funding a unified security platform of this scope is a significant investment, and that's exactly what the School Violence Prevention Program (SVPP) grant is designed to support. The pages that follow will walk you through everything you need to know to build a compelling application.

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COPS School Violence Prevention Program

The School Violence Prevention Program (SVPP) has been a cornerstone of federal school safety investment since its creation in 2018. Authorized under the Students, Teachers, and Officers Preventing School Violence Act, the STOP School Violence Act, the SVPP gives the COPS Office authority to provide grant awards directly to states, units of local government, and Indian tribes to improve security at schools and on school grounds through evidence-based safety programs and technology.

SVPP was designed to strengthen the connection between schools and the law enforcement agencies that serve them. It supports deterrent, proactive measures (including technology purchases) as part of a holistic approach to school safety, with funding covering coordination with law enforcement, metal detectors, locks, lighting and other deterrent measures, technology for expedited emergency notification, and training for local law enforcement officers to prevent student violence against others and self.

For Fiscal Year 2026 (FY26), Congress has appropriated $53 million for grants administered by the COPS Office under the STOP School Violence Act — the umbrella legislation that includes SVPP. SVPP's specific share of this appropriation will be confirmed when the FY26 Notice of Funding Opportunity is released.



While SVPP is dedicated to improving physical school security, its sister program, the Stop School Violence Program (SSV), is focused on threat assessments and mental health training. Both grants are guaranteed annual funding through 2028 under the STOP School Violence Act.

SVPP Quick Details

Eligible Applicants: States, units of local government, Indian tribes, and public agencies (i.e., law enforcement agencies, school boards, and K–12 school districts, including public charter schools). Private schools cannot apply directly but may partner with an eligible applicant, such as the host school district or a local law enforcement agency.

Project Length: Three years (36 months)

Maximum Individual Federal Award Size: $500,000

Cost-Match Required: 25% (e.g., a maximum award of $500,000 requires an applicant to contribute at least $166,700, bringing the total project value to $667,000)

NOTE: To give applicants the maximum time to plan accordingly, the local cash-match is not required at the time of application but must be provided prior to the end of the project period. That said, applicants that are able to show they already have the required match in place are more likely to be favored.



In FY25, there were 1,609 applicants to SVPP. Only 13% of applicants were selected for the award. With 22 awards, Arizona won out over other states. The states with the next greatest number of funded projects were Illinois (15), California(14), and Kentucky (14).

SVPP Priorities

SVPP Prioritizes projects that align with four major school safety categories, which form the foundation of a comprehensive school safety strategy.

Planning: Planning involves improving school safety and sustainability efforts through formal assessments, emergency preparedness activities, and long-term operational planning. Strong planning components often include school security assessments, threat assessments, emergency operations planning, safety audits, continuity planning, and sustainability planning. Successful applicants demonstrate a clear understanding of existing vulnerabilities and provide detailed plans for how proposed improvements will address identified gaps.

Intelligence: Intelligence focuses on identifying potential threats and improving situational awareness before incidents escalate. Examples include behavioral threat assessment practices, video analytics, gunshot detection systems, data analysis tools, monitoring and detection technologies, and community policing integration. Projects that improve awareness and early threat detection are often viewed favorably because they support prevention-oriented safety strategies.

Collaboration: Collaboration emphasizes communication and coordination between schools, law enforcement agencies, emergency responders, mental health professionals, and community stakeholders. Funded projects frequently support information-sharing systems, integrated communication platforms, joint response planning, coordination protocols, and shared situational awareness tools. Applicants are expected to demonstrate active partnerships rather than superficial collaboration.

Response: Response priorities focus on reducing emergency notification times and improving first responder effectiveness during critical incidents. Common response-oriented investments include panic button systems, mass notification systems, public address systems, emergency communications platforms, integrated surveillance systems, and real-time alerting technologies. Rapid communication and coordinated response capabilities are essential elements of many successful SVPP proposals.

Learn more about the **School Violence Prevention Program**:

Before You Get Started

This workbook is designed to help you organize your ideas and build a strong foundation before you start writing your SVPP grant application. The questions follow the basic structure of historical SVPP application packages and reflect exactly what reviewers will be evaluating. Sprinkled through the workbook are best practice tips and interesting insights gained from our analysis of SVPP's FY25 funded projects. Think of this workbook as a planning tool, not a final draft, so you can prepare your eventual application with confidence that you're addressing the right things.

SVPP Applicant Information

Before beginning your organization's application, work through the following questions to help your project take shape. These prompts will help you develop your project into a winnable proposal.

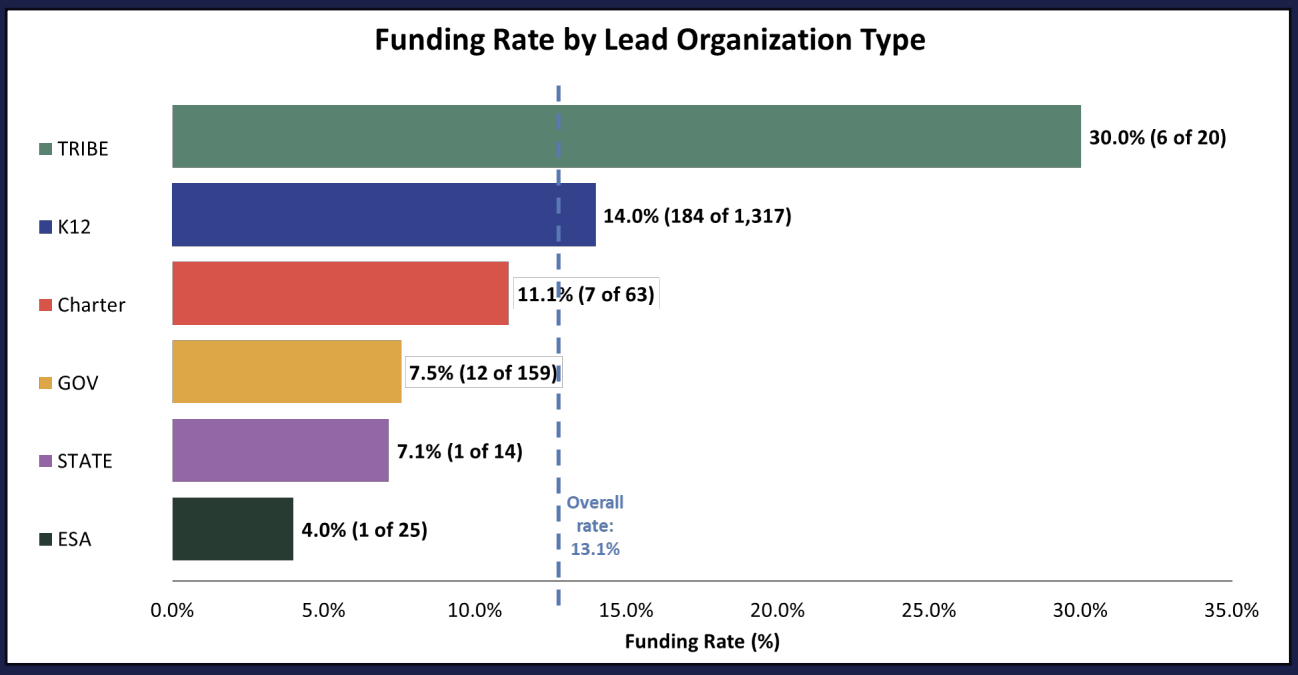
Organization Name

Organization Type

- ☐ Local Law Enforcement Agency
- ☐ State Law Enforcement Agency
- ☐ Units of Local Government (including School Districts and Charter Schools)
- ☐ Federally Recognized Indian Tribe and Agency
- ☐ Other Public Government Agency

Organization's Address

Organization's EIN



While K-12 Districts account for 82% of all applicants from the FY25 funding cycle, Tribal applicants were the real winners, funded twice or more than other applicants.

Project Contact Name

Project Contact Email

In your application, you'll be asked to provide the name and contact information for the highest-ranking Law Enforcement or Program Official as well as Government Executive or Financial Official for your agency or organization. If funded, these individuals will be responsible for the programmatic management and financial management of the award, respectively.

Data Solicitation Survey Questions

GENERAL AGENCY INFORMATION

Provide this information for ONLY the lead applicant. Details on any partnering organization is requested later in the workbook (see page 22).

Name of your U.S. Attorney's District Office
(Find yours here: https://www.justice.gov/usao/find-your-united-states-attorney)

Does your agency have any previous SVPP awards? Yes ☐ No ☐

If Yes, completion date?

If applicable, how have previous SVPP awards affected your capacity to improve security at schools and on school grounds? (250 words or less)

GENERAL AGENCY INFORMATION (cont.)

	Yes	No
Is your agency also applying for funding through the Bureau of Justice Assistance (BJA) STOP program this fiscal year?	☐	☐
Is your agency applying for funding through the Office of Juvenile Justice and Delinquency Prevention (OJJDP) STOP program this fiscal year?	☐	☐

Which of the following individuals or groups will be consulted prior to the submission of the application in FY26? (Check all that apply, must pick at least one)

- ☐ Law Enforcement Officers
- ☐ Social Workers
- ☐ School Personnel (teachers/principals)
- ☐ Licensed Mental Health Professionals
- ☐ School Violence Researchers/Academics
- ☐ Other School Personnel

POPULATION INFORMATION AS OF THE START OF THE 2025-2026 SCHOOL YEAR

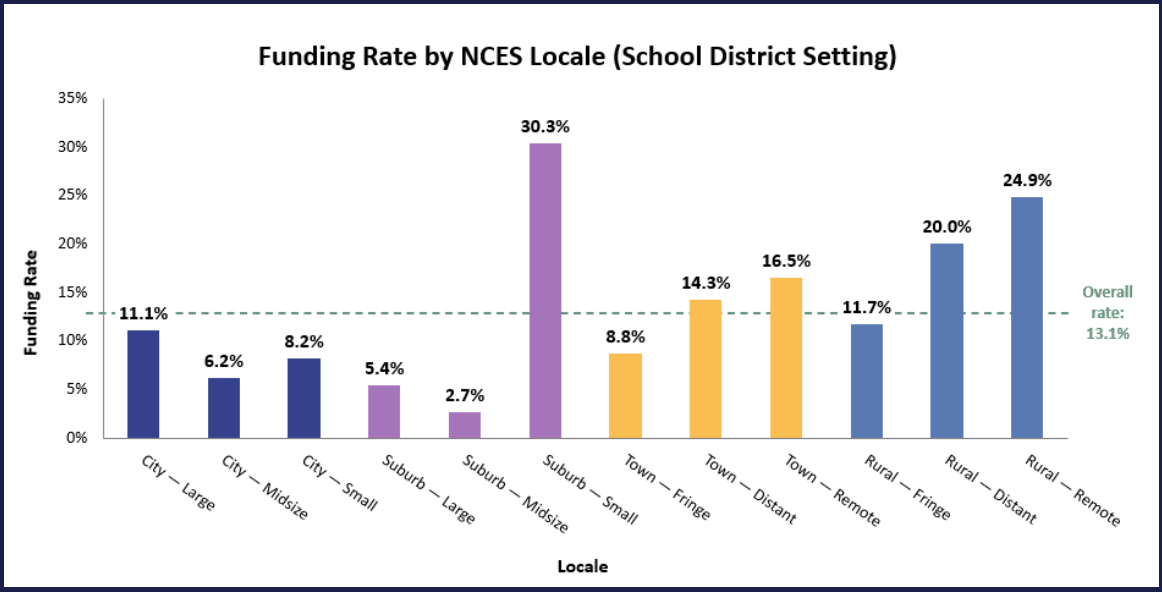
Please list the locale code(s) for the schools that will benefit from the proposed project. If you're unsure of the NCES locale code(s), you can look them up here: https://nces.ed.gov/programs/maped/LocaleLookup/

- ☐ NCES 32
- ☐ NCES 33
- ☐ NCES 41
- ☐ NCES 42
- ☐ NCES 43
- ☐ NCES 11
- ☐ NCES 12
- ☐ NCES 13
- ☐ NCES 21
- ☐ NCES 22
- ☐ NCES 23
- ☐ NCES 31



According to the Department of Justice, a rural area has fewer than 500 people per square mile (NCES codes 32, 33, 41, 42, 43). An urban area has a density greater than or equal to 2,000 people per square mile (NCES codes 11, 12, 13). A suburban area is located within 30 miles of an urban area and has a population density between 500 and 2,000 people per square mile (NCES codes 21, 22, 23, 31).

POPULATION INFORMATION AS OF THE START OF THE 2025-2026 SCHOOL YEAR (cont.)



During the FY25 funding cycle, rural applicants were 3-4x more likely to be funded than suburban applicants.

What is the total population served by the lead applicant (if a school district, enter the number of students, faculty, and staff; all other applicants please use the latest available census estimate at https://data.census.gov/cedsci/)?

Of those funded in FY25, use of quantitative socioeconomic markers (median household income, free/reduced lunch participation percentages, SNAP enrollment, % below the poverty line, etc.) to establish need was common. 1 in 8 funded applicants also invoked at least one of the federal designations tied to bonus points: NIJ-defined persistent-poverty counties, historically disadvantaged communities (HDCs), and opportunity zones.

What is the total number of primary and secondary schools (including private schools) within the jurisdiction?

What was the total enrollment of all schools (including private schools) within the jurisdiction?

What is the total number of schools (including private schools) that will benefit from the proposed project?

What was the total enrollment of the schools (including private schools) that will benefit from the proposed project?

EXISTING SCHOOL SECURITY EFFORTS

Please enter the percentage of schools in your jurisdiction, if known, that had implemented these safety measures at the start of the 2025-2026 school year.



SVPP funds comprehensive efforts to improve school safety, not just technology and equipment. Check out our analysis of the FY25 funded and unfunded applicant requests starting on page 27 to learn what this looks like in successful applicants.

Emergency Management Plans

	/		=	
# of schools with Emergency Management Plans		total schools		% of schools

Access Controls (i.e., working locks on all doors and entrance/exit procedures)

	/		=	
# of schools with Access Controls		total schools		% of schools

ID Cards (i.e., student and administration cards with ID scanning device)

	/		=	
# of schools with ID Cards		total schools		% of schools

Access to Social Media Alert Software

	/		=	
# of schools with Social Media Alert Software		total schools		% of schools

Access to Mass Messaging Software

	/		=	
# of schools with Mass Messaging Software		total schools		% of schools

Video Surveillance

	/		=	
# of schools with Video Surveillance		total schools		% of schools

Metal Detectors

# of schools with Metal Detectors	/	total schools	=	% of schools

Panic and immediate alarm notification systems

# of schools with Panic and immediate alarm notification systems	/	total schools	=	% of schools

School-wide Communication Systems

# of schools with School-wide Communication Systems	/	total schools	=	% of schools

	Yes	No
Within the last five years, has your jurisdiction or school district undergone a comprehensive risk assessment to understand the likelihood of specific threats or hazards?	☐	☐
Do you currently collect data on school violence incidents?	☐	☐
If so, do you analyze information captured from those incidents through either after-action assessment or critical incident review processes?	☐	☐

NOTE: *Applicants may provide schools' After-Action Report(s) or Assessment(s) as part of the application package under the MOU and Other Supporting Documents section. While these reports will not be considered as part of your application review, they will allow the COPS Office and others to better understand these incidents, identify lessons learned, and effective practices. If you decide to provide an After-Action Report(s) or Assessment(s), you must redact all personally identifiable information prior to submission to the COPS Office. All such attachment files must begin with the name "After-Action Assessments", and you are limited to more than three attachments. Please alert the Grants Office team if you would like to voluntarily include this information for your application.*

2024-2025 SCHOOL YEAR SAFETY INCIDENTS

One of the most common traits among unfunded proposals is a vague or overly broad description of school safety concerns. Weak examples include statements such as “We want safer schools.”, “Security is important,” and “We need additional cameras.” Instead, the truly competitive applications - those that are selected for funding - use detailed local evidence to define specific vulnerabilities. Strong supporting data may include unauthorized access incidents, behavioral incidents, communication failures, threat assessment findings, climate survey results, school safety audit findings, emergency response gaps, and law enforcement recommendations.



The COPS office is looking for applicants who can tell concrete stories rather than offer only abstract risk descriptions. Every requested investment should directly connect back to a documented vulnerability.

Record the total number of incidents that occurred at the schools in the jurisdiction and were reported to law enforcement.

Physical Attack or Fight (with or without a weapon):	
Vandalism:	
Possession or seizure of a Firearm or Explosive Device; or a gun-related incident on school grounds:	
Theft/Larceny (taking items worth over $10 without personal confrontation:	
Distribution, Possession, or Use of Illegal Drugs:	
Possession of a Knife or a Sharp Object:	

CURRENT FINANCIAL INFORMATION & NEED FOR FEDERAL ASSISTANCE

All applicants are required to explain their inability to address the need for this award without federal assistance. (250 words or less)

At the start of the 2025-2026 school year:

What is the average per pupil spending allocated for all public schools in the jurisdiction?

What is the average age of school buildings in your jurisdiction in years?

	Yes	No
Have any schools that will be impacted by this project engaged in deficit spending during the current or previous fiscal year?	☐	☐
Has your jurisdiction maintained its recommended reserve for economic uncertainty during the current and previous fiscal year?	☐	☐

☐ If your agency experienced a major disaster, catastrophic event, or Federal Disaster Declaration (https://www.fema.gov/disaster/declarations) in the time period from January 1, 2025, to present, check this box.

If the box was checked, describe the unexpected catastrophic event that has affected your jurisdiction's ability to improve school safety and security. (250 words or less)

Please cover the following:

- **What happened** – Briefly describe the event, including the type (e.g., major disaster, mass shooting, bombing) and the number of casualties
- **Why it matters for this project** – Explain how the event has impacted your ability to implement school safety and security enhancements
- **How long the impact will last** – Describe the expected duration of disruption and your timeline to recovery
- **How law enforcement responded** – Summarize the law enforcement response and any ongoing recovery efforts

Proposal Narrative Questions

Proposal narrative answers will be entered directly into the JustGrants Portal. Your proposal must clearly demonstrate that the grant-funded project will be part of broader, comprehensive school safety efforts. While there is no limiter on how much content can be populated in the short answer sections of this workbook, the maximum allowed word count for each short answer response in your final application has been noted.

SCHOOL SAFETY PLANNING EFFORTS

Describe the current status of any site and risk assessments. (250 words or less)

Describe the current status of emergency operations plans. (250 words or less)

Describe the current status of school climate improvement efforts and initiatives. (250 words or less)

Describe the current status of threat assessment processes and procedures. (250 words or less)

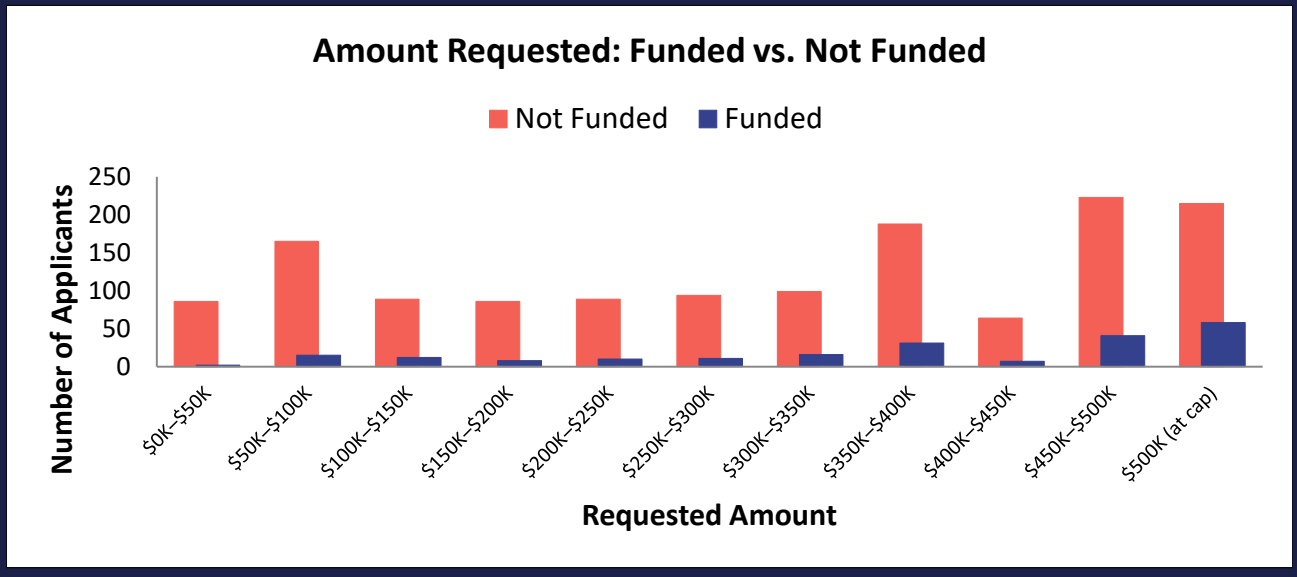
Describe the current status of training and drills. (250 words or less)

Describe, in detail, any local safety partnerships and coordination with students/parents/guardians, community members, civilian personnel, and law enforcement that support and enhance the continuum of wraparound services for students. (500 words or less)

FUNDING REQUEST & INTEGRATION

Projects focused exclusively on equipment purchases are often less competitive. Instead, applicants should present projects as part of a broader safety ecosystem. Competitive proposals often include emergency operations planning, staff training, threat assessment protocols, communication procedures, community partnerships, policy updates, integration planning, and maintenance and sustainability strategies. The goal is to demonstrate that technology is part of a coordinated operational strategy rather than a standalone purchase.

Total Federal Amount Requested:



Asking for less doesn't make you more competitive. Looking at the size of the federal monies requested during the FY25 funding cycle, funded applicants tended to ask for more support, closer to the $500K maximum award size.

Describe how you plan to use the requested funding and how your project aligns with the goals of the SVPP program. (500 words or less)

Please cover the following:

- **What you're funding**: Explain the specific activities, technologies, or improvements your project will support
- **Why it works**: Highlight any evidence-based strategies or programs your approach is built on, and explain why you believe they will be effective in your school environment
- **What you've tried before**: If the benefitting school or district has made prior attempts to address these security needs, briefly describe what was tried, why it fell short, and how this proposal addresses those gaps
- **How it supports learning**: Describe how the proposed measures will promote a positive learning environment for all students
- **Keeping discipline in its place:** Explain how your project avoids using security measures to address student conduct issues that should be handled through the standard school discipline process



A review of FY25's unfunded project abstracts tells us that proposals that read like an equipment purchase order dressed up with adjectives will not succeed.

Avoid this common pitfall by being sure to quantify how safety will be improved rather than listing what is to be purchased with assertions that it will help.

See pages 27-28 to learn more!

Describe how the technologies or interventions you are requesting will fit into your school or district's broader safety and climate planning efforts. (500 words or less)

Please cover the following:

- **Where you are now:** Briefly describe your existing comprehensive school safety and climate plan and planning process
- **Where the gaps are:** Identify the specific needs or vulnerabilities your project is designed to address
- **How this fills those gaps**: Explain how the requested resources will integrate with and strengthen what you already have in place
- **Budget alignment:** Connect your narrative directly to the specific budget line items submitted in your JustGrants web-based budget form, making clear how each expense supports the safety gaps you've identified

Describe the outcomes you hope to achieve through this project and how you will implement your proposed measures responsibly. (500 words or less)

Please cover the following:

- **Your goals and objectives:** Clearly state what you are trying to accomplish and how you will know when you've succeeded
- **Impact on the learning environment:** Explain how your proposed measures will contribute to a positive, supportive atmosphere for all students
- **Avoiding a punitive atmosphere**: Describe the specific steps you will take to ensure that any new technology or equipment does not create a prison-like or overly restrictive school environment
- **Protecting student rights**: Address how your project will safeguard students' civil rights and privacy rights, particularly as they relate to any surveillance, monitoring, or data-collection technologies

MANAGEMENT & IMPLEMENTATION

Please provide a detailed quarterly timeline with key activities and milestones. (500 words or less)

Year	Quarter	Activities & Milestones
1	1	
	2	
	3	
	4	
2	1	
	2	
	3	
	4	
3	1	
	2	
	3	
	4	

Identify key partnerships or stakeholders who will play a role in the implementation of this award. (125 words or less)

How will you ensure the effective implementation and oversight of the project? (125 words or less)

Appendices

PREPARING FOR THE TWO-PART APPLICATION PROCESS

All federal grants administered through the Department of Justice have a dual application process, so once the NOFO is released, you can expect to see two application deadlines. The first deadline is for submitting initial components of the application through grants.gov; the second deadline is for submitting the full application on the JustGrants (Justice Grants) portal. The JustGrants portal is also where you will manage the grant award, if funded.

Grants.gov

Register with SAM by visiting: https://www.sam.gov

Registration may take up to two weeks to process.

- SAM is an application that collects and disseminates business information about the federal government's trading partners related to contracts, grants, and electronic payment processes. An applicant must have a valid SAM registration to apply for federal grant funding.
- You can check to see if your organization already has a SAM account by visiting: https://sam.gov/content/status-tracker

Register with Grants.gov by visiting: https://www.grants.gov/web/grants/register.html

Registration may take up to two weeks to process.

- Complete the Authorized Organization Representative (AOR) profiles on Grants.gov and create a username and password. An applicant entity's Unique Entity Identifier (UEI) (created during SAM registration) must be used to complete this step.
- Complete the Standard Form (SF) 424 in the Grants.gov Workspace.
- Within 48 hours after submitting the application in Grants.gov, the applicant should receive multiple notifications from Grants.gov.

JustGrants

Within 24 hours of receiving the confirmation email from Grants. gov, the user submitting the application in Grants.gov will receive an email with instructions to complete the rest of the application in JustGrants. If the applicant is a new user in JustGrants, the email will include instructions for registering with JustGrants.

For the SVPP application in JustGrants, TWO Authorized Representatives are required:

- For law enforcement agencies, COPS Office awards require that both the top law enforcement executive (e.g., chief of police, sheriff, or equivalent) and the top government executive (e.g., mayor, board chairman, or equivalent) sign the application and (if awarded funding) accept the award package. Both the top law enforcement executive and the top government executive must be assigned the role of Authorized Representative in JustGrants.

- For non–law enforcement agencies (e.g., school districts), COPS Office awards require that both the programmatic official (e.g., executive director, chief executive officer, or equivalent) and financial official (e.g., chief financial officer, treasurer, or equivalent) sign the application, and (if awarded funding) accept the award package. These two officials must have the ultimate signatory authority to sign contracts on behalf of your organization. Both the programmatic and financial officials must be assigned the role of Authorized Representative in JustGrants.



Applications that focus entirely on equipment purchases without broader planning appear reactive rather than strategic. To ensure your request stands out, present proposed technology acquisitions as part of a layered and integrated school safety framework.

SVPP'S ALLOWABLE ACTIVITIES & TECHNOLOGIES

SVPP supports a range of physical security and emergency response technologies when they are clearly tied to violence prevention and school safety outcomes. Allowable technologies can be broadly sorted into five categories:

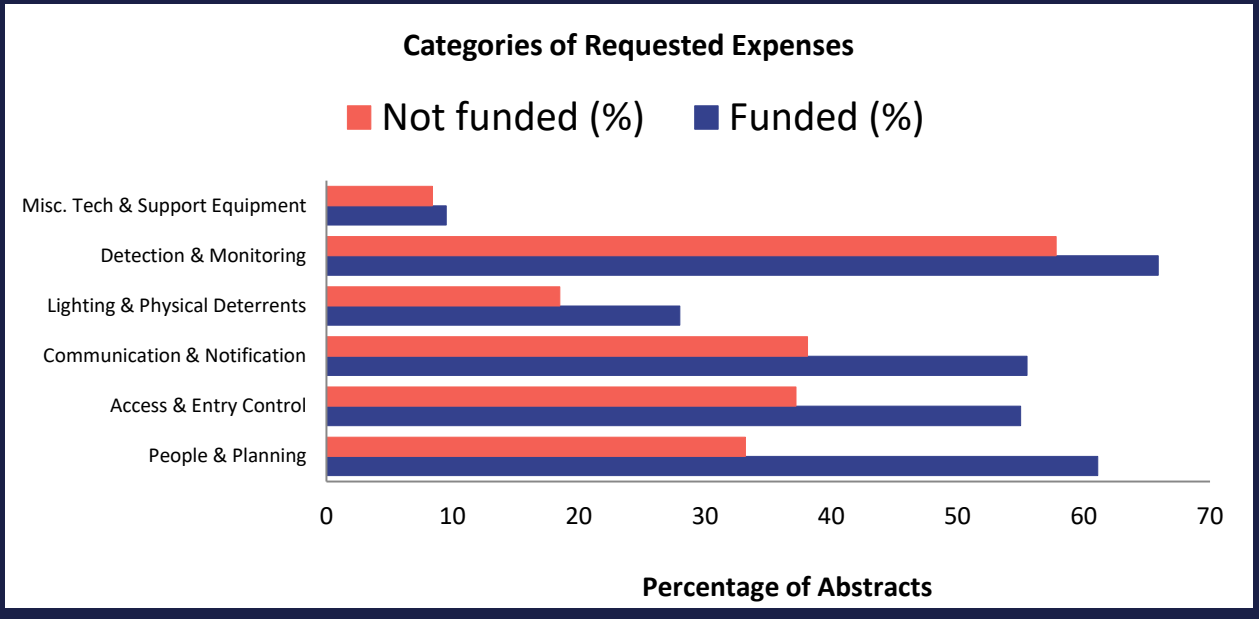
1. **Access & Entry Control:** Access control systems help districts regulate building entry, secure perimeters, and manage who is on campus at any given time. Common features include electronic door locking mechanisms, access control doors, peepholes for classroom doors, visitor management systems, identity and credential management, and secure vestibules. ID scanning devices and accompanying equipment also fall within this category, supporting a layered approach to entry management.
2. **Detection & Monitoring:** Surveillance and detection technologies help schools monitor activity, investigate incidents, and maintain situational awareness across campus. This category includes security cameras and video management systems(with capabilities such as high-definition coverage, video analytics, real-time monitoring, and incident review) as well as motion detectors and site alarm and protection systems that provide an additional layer of awareness beyond what cameras alone can capture.
3. **Communication & Notification:** Communication technologies are among the most frequently funded components of successful SVPP projects. This category covers the full spectrum of alerting and coordination tools, including intercom and public address systems, emergency call boxes, two-way radios, panic and immediate alarm notification systems, and automated mass notification platforms such as emergency text and email alerts. These technologies work together to ensure the right people have the right information at the right moment.
4. **Lighting & Physical Deterrents:** Exterior and grounds lighting is an underutilized and foundational component of a comprehensive school safety plan. Adequate lighting deters unauthorized access, supports camera effectiveness, and improves the overall safety of school grounds during early morning, evening, and after-school hours.
5. **Miscellaneous Technology & Support Equipment:** Some technology purchases support the broader administration and coordination of an SVPP project rather than serving as standalone security tools. For example, GIS software and school mapping tools that support emergency planning, bus route coordination, and first responder preparedness.

When these categories work in concert — access control informing camera systems, cameras integrating with panic notifications, notifications reaching law enforcement in real time — the result is a coordinated safety ecosystem that demonstrates both strategic planning and operational efficiency. Integrated approaches are particularly well regarded by reviewers because they reflect a thoughtful, whole-school vision for safety rather than a collection of disconnected purchases.

BEYOND THE SHOPPING LIST: CATEGORY COVERAGE & COMPREHENSIVE PLANNING

SVPP reviewers consistently favor applicants who can show that a school safety project is more than the sum of its parts. To examine how that played out in practice, we grouped every technology and planning element mentioned in FY25's applicant abstracts into six categories:

- Access & Entry Control
- Detection & Monitoring
- Communication & Notification
- Lighting & Physical Deterrents
- Miscellaneous Tech & Support Equipment
- People & Planning

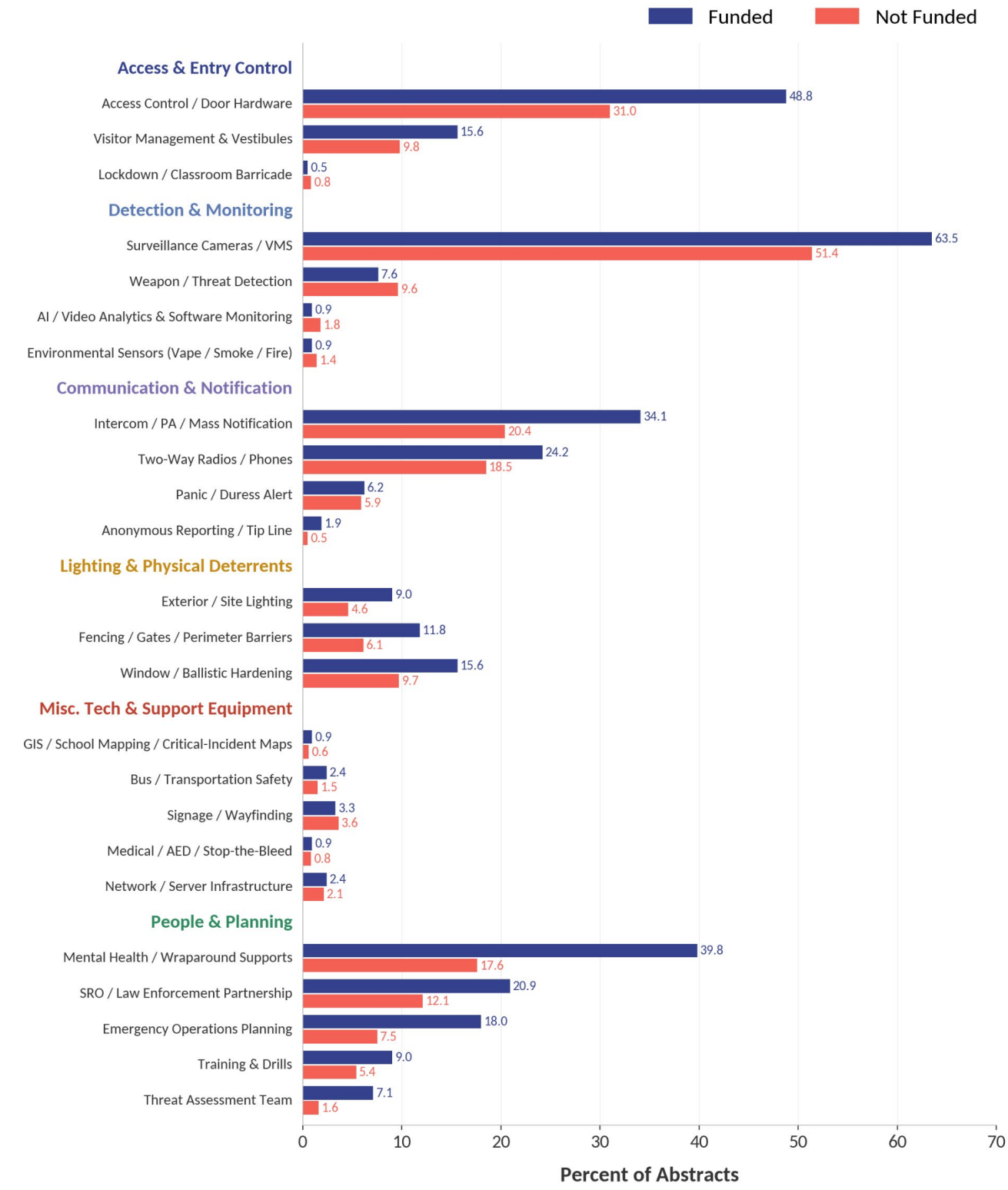


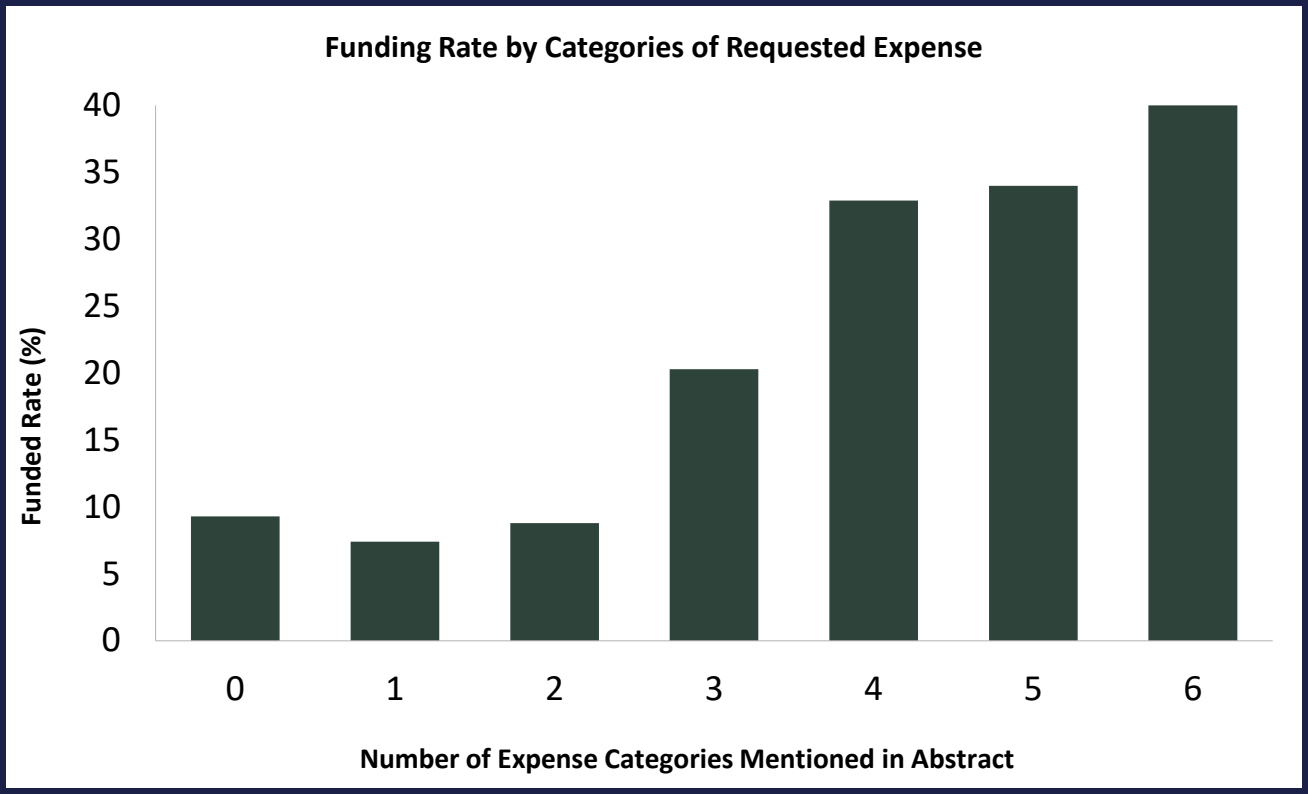
Looking at each of these categories individually (as seen on the next page), while interesting, only tells half the story.

The more noteworthy takeaway is how many of these categories an applicant plans to address in their project (see graph on page27). Abstracts that covered four or more categories were funded at roughly four times the rate of those that mentioned addressing just one or none.

Expense Category Breakdown

Funding Category / Line-Item





WHAT CAN YOU LEARN FROM THE ABSTRACTS OF FY25'S FUNDED & UNFUNDED PROJECTS?

An application's Project Abstract is but one brief part of a much larger story (i.e. the full Project Narrative), but short of submitting a Freedom of Information Request (FOIA) request and waiting months for the possibility of receipt for the full proposals of funded projects, these blurbs are often all one has to go on to see what makes for a successful project.

Abstracts are a useful diagnostic mirror because they're usually written last. Which is to say, they are written *after* you've had a chance to fully think through your justification for the request and plan to carry out the project. So even if Abstracts are not scored the same way the full Project Narrative is, they are a great indicator for what to expect as the general tenor for that Narrative.

Grants Office obtained a list of all project abstracts for funded and unfunded projects under the FY25 application cycle. Following, two project abstracts (funded and unfunded) are shared in order to better illustrate some of the tips provided earlier in this workbook. Both applicants are Arkansas-based school districts with the NCES rural-distant locale code of 42.

Funded abstracts cite percentages 2.2x as often, dollar figures 1.7x as often. Unfunded abstracts substitute marketing words: 'advanced,' 'seamless,' 'proactively.'

FUNDED: Harrisburg School District — score 94.70, ask $374,285

> *"Harrisburg School District, a rural district in northeast Arkansas, is requesting SVPP funding to complete a district-wide security initiative aimed at preventing school violence and strengthening emergency preparedness. This project will address known infrastructure and communication gaps that have left students and staff vulnerable during crisis events.*
>
> *Funds will support the installation of badge-based access control on 21 doors across all campuses, the deployment of 131 new classroom cameras and 10 exterior surveillance units, and the addition of audio monitoring systems in locker rooms in compliance with Arkansas Eli's law. A new districtwide emergency alert system will integrate with classroom phones and intercoms to allow real-time lockdown notifications. At Weiner Elementary, a full two-way intercom system will be installed. All remaining facilities will be rekeyed into a master key system to support first responder access. A digital anonymous reporting system will also be launched to strengthen early intervention and prevention.*
>
> *To support implementation, four project-specific stipends will be issued to key personnel serving as Safety Implementation Coordinator, Crisis Response Training Facilitator, Technology Integration Lead, and Campus Safety Liaison. Staff at all campuses will receive professional development in emergency response, threat assessment, and use of new systems. Procurement will follow Arkansas state guidelines and utilize competitive turnkey vendor quotes.*
> *This project will benefit more than 1,000 students and staff members across Harrisburg High School, Harrisburg Elementary, Weiner Elementary, and the District Testing Center. Partners include the Harrisburg Police Department, Poinsett County Sheriff's Office, Arkansas State Police, Harrisburg Fire Department, and Next Steps Counseling. The outcome will be a safer, more connected school system with the tools, training, and infrastructure necessary to prevent violence, respond quickly to emergencies, and protect the school community."*

Why this works: The applicant names every actor and every quantity (21 doors, 131 cameras, 4 named coordinator roles, 5 named partner agencies, 4 named buildings, 1000+ beneficiaries, etc.).

UNFUNDED: Dover School District — score 53.44, ask $74,890

> *"This proposal seeks funding to enhance the security of our middle and high school campuses by (1) upgrading all existing door locks on the high school campus to keypad entry systems and (2) modify the locking core of all locks on the middle school campus to ensure that all locks across all 3 buildings (Dover Elementary School, Dover Middle School, Dover High School) operate on a unified master key. This change aims to improve safety by ensuring swift, secure access control for staff and emergency responders while eliminating the risks and logistical challenges associated with traditional keyed locks. The keypad system will streamline entry management, reduce lost or duplicated keys, and provide real-time control over campus security. Implementing this upgrade aligns with our commitment to creating a safer learning environment that proactively addresses school violence, supports emergency preparedness, and fosters peace of mind for students, staff, and families."*

Why this doesn't work: The applicant's request is a parts list wrapped in capability-claim language with no quantification, partners, or incidents detailed. There is no connection back to the need or the "Why" for the equipment.

ORGANIZATION LETTERHEAD

Date

INSERT SCHOOL OFFICIAL NAME, TITLE
SCHOOL NAME
ADDRESS
CITY, STATE, ZIP

RE: **INSERT Grant Program Name**

Dear **INSERT NAME OF SCHOOL OFFICIAL**:

On behalf of **INSERT NAME OF PARTNER AGENCY**, it is my honor to provide this letter demonstrating our commitment to supporting the **INSERT SCHOOL/DISTRICT NAME [grant program name or brief description of iniaitive]** initiative.

INSERT NAME OF PARTNER AGENCY has been directly involved in the planning and design of the proposed **[brief description of grant fundable project activities]** model outlined in the appended proposal. To ensure full, effective, and sustained development of the proposed activities, **INSERT NAME OF PARTNER AGENCY** will commit to providing the following:

- **A representative to serve as an active member of the Advisory Board, attending (in-person or via telephone) at least four meetings per year**
- **Participate in the planning process and activities necessary to achieve the project's goals and Objectives**
- **Review program feedback, providing input, guidance and suggestions for using information gathered to refine, strengthen and improve the project approach as appropriate**
- **Assist in promoting the project to the community**
- **Promote the program and provide qualified volunteers as appropriate**
- **Wherever possible, identifying and engaging additional community resources to support the initiative**
- **Offer feedback on programming, approaches and strategies to help ensure that the program achieves its intended goals and objectives**
- **Continue to support the initiative beyond the grant-funded period to ensure its sustainability**

Thank you for this opportunity. We look forward to partnering with you in this crucial work, necessary to keep our students and staff safe while at school.

Regards,

NAME
TITLE

EXAMPLE



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This free resource was created by the grants intelligence team at Grants Office, LLC, on behalf of Genetec.

The Genetec Grants Support Team

In partnership with Grants Office LLC, the Genetec Grants Support Team (GGST) offers complimentary services to help agencies in the US navigate grant funding processes. Organizations served include public sector agencies, educational institutions, public utilities, transit agencies, and healthcare organizations, among others.

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- Research and Consultation: Identify best-fit grants for upcoming projects and provide next steps.
- Project Building: Advise on project development and material gathering with a particular grant in mind.
- Grant Proposal Writing & Review: Write a competitive and engaging proposal or provide feedback on application materials, ensuring compliance with submission requirements

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