COLORADO
Office of School Safety
Department of Public Safety

REPORT OF THE
INTERAGENCY WORK GROUP ON
SCHOOL SAFETY

January 2024

CONFLUENCE
POLICY & STRATEGY
GROUP

COLORADO
Department of Public Safety

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01 Executive Summary

Colorado has a robust set of supports at the state level intended to increase and improve school safety statewide. Ranging from one-time trainings and professional development to a wide variety of grants, the state currently manages more than 160 programs relating to school safety.

The Colorado School Safety Resource Center (CSSRC) provides a broad range of direct trainings and supports to schools and school systems across the state with staff in the field and in schools throughout the year. In every conversation with educators and school leaders, the value of these and other state programs was noted with particular appreciation for the responsiveness of the CSSRC and other state employees to meeting requests for support that reflected local needs.

The programs managed by the CSSRC, the newly created Office of School Safety (OSS) and Colorado Department of Education (CDE) are complemented by programs and supports across multiple other departments and agencies that may not typically be associated with school safety. These include work overseen by the Department of Human Services (CDHS), Department of Public Health and Environment (CDPHE), the Attorney General's Office, Department of Early Childhood (CDEC), the Behavioral Health Administration (BHA) and multiple offices within the Department of Public Safety (CDPS).

Among the tasks undertaken by the School Safety Work Group (SSWG) were examining all existing efforts by state offices to support and improve school safety including:

@   Whether there was duplication of programs or efforts across departments;

@   The extent and effectiveness of cross-department collaboration;

@   The awareness among and utilization by school or school system leaders of state resources.

An exhaustive examination of state programs found no duplication of programs and minimal overlap of efforts. Where some overlap was identified, the specific strategy, program or audience for the offering differed and made the programs complementary rather than duplicative.

In interviews with dozens of state employees across numerous offices, departments and agencies, there was a clear commitment to and practice of collaboration. This included information sharing, referring of local leaders to the appropriate offices, frequent networking or relationship building and support for enhancing existing programs. However, in considering the sustainability of the system, it is important to note that in nearly all cases, this collaboration is driven by personal relationships and individual initiative. Additionally, in almost all cases, this collaboration is done largely on an ad-hoc basis with no formal structure in place for collaboration and it is done in addition to the regular duties of each state employee and often above and beyond their existing work schedule and responsibilities.

In discussions, interviews and input received from educators, school leaders and school system leaders across the state, all were aware of some programs offered by the state but very many were surprised to learn of the breadth and extent of supports available. A number of these education professionals shared that they were generally unaware of where to look for these supports, uncertain of which departments offered which programs and that they had limited time or capacity to search for or research them. When information about the broad range of supports and programs available was shared, there was near unanimous enthusiasm and surprise. All local stakeholders shared that if there were a single place they could go to easily find information about each program, they would be highly likely to make use of and recommend the utilization of more programs to their staff and peers.

School and school system leaders broadly shared their appreciation for diversity of programs available through the state. While emphasizing the many unique factors of each school system and community, local leaders noted the responsiveness of most programs and offices as well as the ability to utilize and apply different resources, trainings and programs to their local context.

After comprehensive examination of the programs identified during the inventory process and extensive engagement with stakeholders, the SSWG has identified opportunities to further strengthen the state's role in improving school safety.

Among the actionable recommendations are opportunities to:

IMPROVE AWARENESS

Most stakeholders have limited knowledge of the extent of programs offered or where to go for information about the different offerings.

EXPAND CROSS-AGENCY COLLABORATION

Coordination across departments has room for improvement and is largely the result of individual initiative rather than structural or systematic efforts.

PROVIDE ADDITIONAL SUPPORTS

Stakeholders and SSWG members identified a number of supports or trainings that would be of benefit to local leaders that are currently not offered by the State.

IMPROVE DATA COLLECTION, SHARING & USE

Data collection and sharing was identified as an area in need of improvement by stakeholders statewide and across all departments. *

IMPROVE THE EASE OF ACCESS

Some school and district-based stakeholders shared that accessing some of the programs felt unnecessarily complicated or burdensome, particularly some grant programs with complex application or reporting requirements, which deterred utilization. *

Numerous school and district personnel pointed to the efforts of the Colorado School Safety Resource Center (CSSRSC) to simplify and streamline grant and other applications as an exemplar to follow.

This report contains the specific recommendations in each of these areas and others that were identified over the course of more than 20 meetings that engaged over 100 stakeholders including the members of the SSWG, the members of six subcommittees formed by the SSWG, and dozens of stakeholders in schools, school systems and communities across the state.

The SSWG, through its meetings, those of the subcommittees described in this report and through input gathered from stakeholders, has identified opportunities to improve school safety using multiple strategies and levers including changes in policy or resources provided to various state agencies, the establishment and management of new or improved systems for sharing information and the creation of new guidance, trainings and other supports. It is worth noting that while the SSWG has identified the need for enhanced offerings by state government and the exploration of expanded use of data, none of the recommendations are intended to create more regulations or compliance burdens for local leaders.

While officials may choose to prioritize components of the recommendations contained in this report, and members of the SSWG believe each will individually contribute to improving school safety, the recommendation of the SSWG is to act on the full set of recommendations. By taking a comprehensive approach, the SSWG believes Colorado can make a material difference in the wellbeing of the state's students and educators both in the short-term and through long-term system transformation. Colorado is already at the forefront of efforts within states to strategically design and coordinate the state's role improving school safety. Acting on these recommendations would not only serve the people of Colorado, it would serve as a national model of research and stakeholder informed design and action.

02 Background

In September of 2019, the Office of the State Auditor published and delivered to the Legislative Audit Committee its report from an informational audit of the State's approach to school safety. That report examined 12 programs described as a "patchwork of school safety programs" and noted a risk of "uncoordinated efforts, gaps in services, and challenges in determining reach and impact."

In response to the Auditor's report, in 2020, Colorado legislators passed SB 2020-023 which created the Colorado Interagency Working Group on School Safety (aka School Safety Work Group or SSWG) and charged that group with examining the State Auditor's report to develop recommendations to enhance the State's approach to its role and programs relating to school safety. Funding for the SSWG was not provided in the 2020 legislation. In 2022, the legislature provided funds and direction to the Colorado School Safety Resource Center for the convening and management of the SSWG. The SSWG was formally convened in December of 2022, and after a competitive procurement process, Confluence Policy and Strategy Group (Confluence PSG) was contracted to support, manage and facilitate the SSWG's work. The full membership list of SSWG is contained in Appendix A.

The SSWG was formed by the legislature who added the following declaration to statute:

A	Ensuring the safety of students, teachers, and other employees while at school is a paramount concern for the citizens of Colorado;
B	Improving the effective administration of school safety programs and funding is critical to providing safe schools; and
C	Maintaining school safety through the most cost-effective use of limited state resources is in the interest of the people of the State of Colorado.

The mission of the SSWG as defined in SB 2020-023 and HB 2022-1274 is to enhance school safety through cost-effective use of public resources. Statutory mandates include:

@ Study and implement recommendations of the state auditor's report regarding school safety;

@ Consider program organization and recommend reorganization if necessary;

@ Identify shared metrics to examine program effectiveness;

@ Facilitate interagency coordination and communication;

@ Increase transparency and accessibility of state grants and resources, particularly for school districts without a grant writer, which includes improving outreach and may include developing common grant applications;

@ Facilitate and address data sharing, including allowable data sharing at the local level, when appropriate and allowable under state and federal law; and

@ Address school safety program challenges in a coordinated way.

Legislatively directed to meet quarterly to carry out its work and to publish a report of its findings by December of 2023, the SSWG held its first full work session in March of 2023. At that first meeting, two dominant themes emerged:

1. Members all emphasized a need to enhance the role of the state supporting mental and behavioral health for students and educators;

2. Members had limited awareness of the full scope of programs offered by various government offices, divisions or agencies.

03 Process

The enabling legislation directed the SSWG to meet quarterly and to prepare a report by December 2023 of the Work Group's findings. In response to the discussions during the first meeting, the Director of the School Safety Resource Center (now Director of the Office of School Safety) and the SSWG facilitators proposed to the group that the next steps include first an inventory of all mental or behavioral health programs provided or supported by the state to support school safety, and then a broader inventory of all state programs relating to school safety. SSWG members unanimously supported that approach, which began immediately.

The inventory of programs or resources was conducted to inform the work of the SSWG and may be used in future work of the Office of School Safety (OSS) or others but it was and is a "moment in time" snapshot of offerings that will quickly become outdated without constant updating of program information. The inventory of all programs, trainings, resources, grants and other supports offered by any office of state government that is intended to improve the physical safety of students, educators and school staff is included as Appendix C in this report.

Recognizing the broad scope of inquiry necessary to accomplish the ambitious goals established, Christine Harms, Director of the Office of School Safety, coordinated with the SSWG facilitators to establish a series of subcommittees to conduct more in-depth exploration of multiple areas of interest and relevance. The subcommittees and the arc of conversations of the SSWG were all structured to empower the subcommittees to bring additional experts, stakeholders and research where applicable to support and inform the discussions of the SSWG.

Work of the SSWG

Informed by the early discussions of the SSWG and by the initial findings of the program inventory, SSWG members, OSS Director Christine Harms, and the support team at Confluence PSG identified the need for six subcommittees. Each subcommittee was comprised of SSWG members along with additional stakeholders. The subcommittees were scheduled for a minimum of three meetings each with overlapping timelines. Each established a clear statement of the subcommittee's work and its goal.

Subcommittees

Subcommittee 1

METRICS & DATA

Goal: Assess data currently being collected and make recommendations for any adjustments and for the use of data across multiple categories (e.g. utilization, cost, ROI, impact, effectiveness).

Work of Group: Review data collection and usage protocols. Define purpose of data collection and make recommendations for future data collection and use including standardization where possible or feasible.

Subcommittee 2

PROGRAM ACCESS: UNDERSTANDING AWARENESS & BARRIERS

GOAL: Understand local (school, school system) awareness, process or rationale for accessing programs (or not) and perceived or real barriers to accessing state supports or programs.

WORK OF GROUP: Support Confluence team's direct engagement of local leaders through focus groups, one-on-one interviews and online forms for input. Local engagement to commence at the beginning of the 2023-24 school year.

Subcommittee 3

MENTAL & BEHAVIORAL HEALTH PROGRAMS & RESOURCES

GOAL: Identify all efforts underway to create better awareness of programs, overlaps and gaps.

WORK OF GROUP: Map all programs operated by state that address or provide support for local action related to student, educator and family mental and behavioral health.

Subcommittee 4

GAP ANALYSIS

Goal: Identify any gaps in state supports or programs vs. local needs or interests.

Work of Group: Crosswalk of inventory against local leader input and expertise of subcommittee members. May lead to single or multiple tiers of recommendations for new programs or program (re)organization.

Subcommittee 5

SUSTAINABILITY & COLLABORATION

Goal: Develop actionable recommendations for the long-term collaboration across agencies or departments *and* for expanded awareness across state agencies and with local leaders of programs or resources.

Work of Group: Dedicated conversations on each of items 1, 2 and 3 with frameworks of recommendations developed to present to the SSWG. Discussions and recommendations expected to include: 1) Ideas for an evergreen structure and system for inter-department/agency collaboration and information sharing; 2) A technology-based solution for warehousing information about all available programs or resources; and 3) A communications strategy for ensuring awareness in the field of programs and to support navigating across state agencies and departments.

Subcommittee 6

PHYSICAL SAFETY & SECURITY

Goal: Develop a full understanding of all programs, resources or supports available through state agencies, programs or offices that relate to building physical safety and security including those in collaboration with local agencies or officials.

Work of Group: Identify, catalog and summarize all programs or supports from the state. In conjunction with this inventory, engage with responsible parties at the school, school system, city or county) to include their experience and perspective engaging with state programs, codes or requirements.

04   Findings & Recommendations

This report is a product of the Colorado Interagency Work Group on School Safety (aka School Safety Work Group or SSWG) as mandated by Colorado Senate Bill 20-023 and House Bill 22-1274. This report was collaboratively developed by participating SSWG members.

Recommendations found in this report are based on the research and discussions by and among SSWG members. This report and the recommendations herein do not necessarily represent the views of Colorado's Governor's Office, Office of State Planning and Budgeting or other state agencies.

Drawing on the work of the six subcommittees and interviews with dozens of educators, school leaders, school system leaders, mental and behavioral health experts among others, a summary of ideas and areas for action was presented to the SSWG members. After a series of individual and small group conversations, a set of more than fifty actions was assembled to address the findings of each subcommittee. This Framework for Colorado State Government's Approach to School Safety (the SSWG State Framework) is included as Appendix B to this report.

The SSWG State Framework includes recommendations for action utilizing multiple levers as is discussed below and actions that require a mix of resource allocation, appropriation, executive direction and shifts in practice or culture in various systems. With the exception of the ideas surfaced by the Gap Analysis Subcommittee, the vast majority of discussions and therefore recommendations focus on opportunities to utilize existing offerings and to enhance current programs. As discussed earlier in this report, the SSWG was specifically tasked with this approach and was not charged with a broader exploration of new programs that could be offered by the state. Some ideas for new supports did surface organically in discussions and are included in this section to honor the input but it is important to note that this was intentionally not a core element of all subcommittee work.
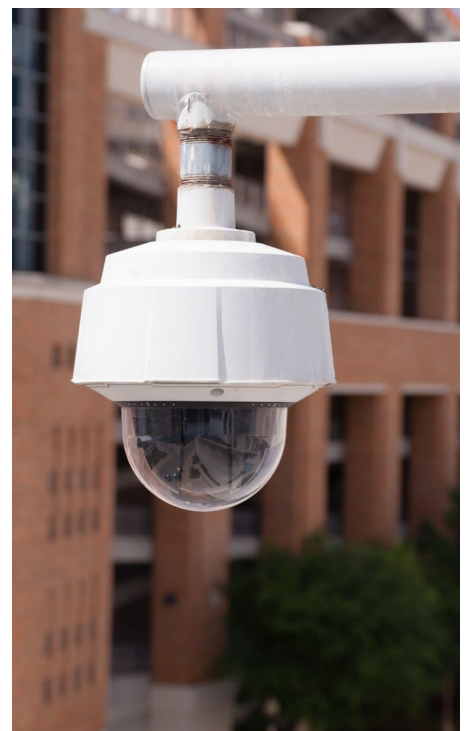
Categories of Recommendations

Members of the SSWG identified needs and opportunities across all levers of change in the areas explored by each subcommittee. This includes opportunity to improve awareness, access, transparency, effectiveness, and efficiency of programs discussed or raised during the following subcommittees' work:

@   Mental & Behavioral Health Programs & Resources

@   Program Access: Understanding Awareness & Barriers

@   Sustainability & Collaboration

@   Gap Analysis

@   Metrics & Data

@   Physical Safety & Security

Priority Actions

Members of the SSWG believe the State, its students, educators and staff will be best served by taking action on all recommendations contained in this report. Recognizing the practical and fiscal limitations that may exist, the following areas have been identified for priority action by state officials.

SUSTAINABILITY & COLLABORATION

There is broad consensus on the need for continued collaboration across Departments on resources provided to schools to ensure the sustainability of information sharing within state government and with the field. As is described in the Practice & Operational Recommendations section below, a key component of this will be the continuation of the SSWG (or similar body) with appropriate staff and resources to support its work and that of each contributing office, division, agency, and department.

PROGRAM ACCESS & NAVIGATION:

At the top of every SSWG member and stakeholder's list of opportunities to improve the utilization of state programs and resources is the need for a centralized source of information so that school personnel will stay apprised of available resources. There is broad support for the creation of a technology platform that provides both a web-based and app-based hub (the "School Safety Hub") of easy to access information about all state programs relating to school safety that would be managed by the Office of School Safety. SSWG members discussed and identified key functionality for two sets of front-end interfaces and user experiences. One front-end is recommended with specific attention to the needs and knowledge of educators, school leaders, system leaders and other school staff who would be able to access information about all state offered programs including how to access each support and how different programs connect or build on others. SSWG members recommended a parallel interface for use by state employees that would streamline sharing of information across departments. There is a similar level of support for a single point of contact (a "School Safety 411") at the Office of School Safety that would serve as a coordinator and navigator to point inquiring local stakeholders to the appropriate resources across state government.

PUBLIC AWARENESS & COMMUNICATIONS:

Many educators, school leaders, school system leaders, and other stakeholders shared that they had limited knowledge of the extent of programs and supports offered by the state. Input received suggests there is significant opportunity to make great progress on this through cross-agency coordination, creation and execution of a strategic communication plan, and partnering with trusted third parties and systems to expand message delivery. Given the need to reach a statewide audience and the critical benefits to educators, students, staff and communities through the increased utilization of state offered programs or resources, SSWG members believe a strategic communications and marketing campaign would enhance the efforts of individual state agencies and departments.

DATA SHARING & LEGAL DIRECTION:

State personnel and some stakeholders identified the limits of what data is collected and what data is shared as a challenge to better understanding program effectiveness, local system needs and the interplay or leveraged effect of multiple programs. Strong support exists for a multi-tiered approach to improving data usage, including updated guidance from the Attorney General's office, expanded support from the Office of Information Technology (OIT) on data analysis across platforms, and for engaging state or federal legislators as needed to address statutory bottlenecks or limits.

PHYSICAL SAFETY & SECURITY GUIDANCE:

Members of the Physical Safety & Security Subcommittee had extensive conversations about the limited guidance available relating to best practices for building, campus, or complex physical security and safety. While there was an explicit agreement that additional regulation is not sought, members did coalesce around the benefits of the development of guidance and best practices. In addition to elements of physical security which were of high priority to participants, physical safety discussions also included air quality, asbestos, and environmental factors.

Levers of Change

As noted above, the SSWG State Framework identified opportunities and needs for the shift in the approach or actions taken by various state offices to support local officials' and school safety leaders' efforts. The SSWG identified opportunities using multiple levers of change including:

@   Legislative Action for Statutory Changes or Actions

@   Legislative Appropriations & Budget Inclusions

@   Executive Action, Orders & Direction

@   Regulatory & Compliance

@   Technical Assistance, Supports & Programs

@   Cultural Shifts & Expectations

@   Practice & Operational Actions or Norms

Highlighted below are specific actions or changes the SSWG identified that require legislative or executive action, changes in practice and operational approaches, or the enhancement of offerings and supports from the State.

Legislative Actions

I. SCHOOL SAFETY INFORMATION HUB

1. Direct the Office of School Safety (OSS) to create a web-based School Safety Programs Hub (SSPH) with an associated smart phone or tablet accessible application, as described in the Sustainability & Collaboration section of the SSWG State Framework attached as Appendix B, and as further defined by the OSS to meet the needs of stakeholders.

2. Associated with the creation of the SSPH, appropriate sufficient funds for the OSS to work with OIT, stakeholders and consultants as necessary to develop the specifications for the SSPH and to contract with a vendor for the development of the SSPH.

3. Increase the budget of the OSS to provide one FTE to coordinate across all departments to ensure the timely inclusion or updating of information in the SSPH and to serve as the lead of the School Safety 411 contact line and service.

4. Extend, revise mission, and provide annual funding to support the SSWG to serve as a perpetual standing committee on school safety to ensure coordination & collaboration across agencies. The SSWG should:

    a. Be coordinated by Office of School Safety;

    b. Convene monthly or as determined appropriate by the OSS;

    c. Serve as a hub for collaboration, sharing & updating of information;

    d. Include designees from each state agency who are tasked with reporting monthly, or as determined appropriate by the OSS, on the work of the SSWG and its members to staff in their department.

II. DATA COLLECTION & ANALYSIS

1. Increase the budget of the OSS to provide one FTE for data collection, analysis, and cross-departmental coordination for program assessment.

2. Create and provide resources to manage a limited-time (4-6 month) Data Use & Collection Committee directed to explore all opportunities to expand collection of data relating to individual behavior and utilization of programs while maintaining appropriate privacy protections. In addition to representatives from each State Agency or Department involved, representatives from Local Education Agencies (LEAs) should be among the members of the group. The scope of work *may* include some of the following subject to further discussions:

    a. Expanded data on specifics of all law enforcement encounters

    b. Review and where appropriate, strengthen or expand data connected to funds (grants or other);

    c. Mandated reporting of program outcomes, effectiveness & utilization;

    d. Legislative direction to coordinate and maximize cross-departmental sharing.

3. Instruct the Attorney General to direct all Assistant Attorneys General supporting a department or agency who has any program identified in the State Program Inventory to provide updated guidance on the collection, use and sharing of data. This guidance should maximize opportunities for data collection and sharing within the limits of existing state and federal law. As part of the updated guidance, each Assistant Attorney General should provide an accompanying memo to the OSS with the guidance and specific limits identified in state or federal law.

III. GRANT PROGRAMS

1. Include in the scope of inquiry for the Data Use & Collection Committee discussed above, an exploration of grant reporting data. As part of the discussion, identify opportunities to standardize and streamline collection of data relating to program use and, where available, program outcomes. In any recommendations developed, the burden placed on overseeing offices should be prominently considered and those responsible should be heavily consulted.

2. Establish and provide resources for an inter-agency work group on grant application and access related to school safety with directions to identify opportunities to, at a minimum: *

    a. Standardize grant applications to the maximum extent possible across departments;

    b. Reduce the burden on schools, school systems or other grant applicants in applying for state grants;

    c. Streamline reporting standards to reduce burdens while maximizing utility of data collected;

    d. To the extent reasonably practical, improve the efficiency of grant application systems by utilizing existing data or information to minimize time required for new applications, reports, and renewals. *Note: The stakeholders and SSWG members who discussed this opportunity all shared the same request, challenges and needs across state administered grant programs beyond school safety.*

    e. Wherever and to the maximum extent possible, the work of this effort should explore all opportunities to leverage, align and support the work or recommendations arising from the Task Force to Prioritize Grants Target Population created by HB23-1223.

*Stakeholders across multiple departments and agencies have requested this work be done with a scope addressing all state administered grants. This is not at odds with the recommendation of the SSWG but would significantly expand the scope of work of the work group and of the implementation of statewide system changes.

IV. BUILDING PHYSICAL SAFETY

1. Direct the creation of, and appropriate funding to support, a School Physical Safety & Security Work Group tasked with developing a set of best practices and guidance for school and school system leaders. The work group should include experts with knowledge of all aspects of environmental, architectural and security issues relating to building physical safety and security.

2. Explore the creation of a dedicated funding source for building, campus, and complex physical safety and security that is in addition to and independent of BEST and existing school funding.

3. Explore possibilities for the state to provide a list of vendors for components of physical safety (e.g. security cameras, barriers) *or* to support partners such as BOCES or other third parties to do so.

Executive Actions

I. Directions from Executive Branch with expectations that:

- Cabinet level leaders set collaboration and coordination across departments to improve awareness and utilization of school safety programs as a priority for staff;

- Directives from Department leaders to staff to maintain currency of information in the SSPH;

- Invitation to CDPS for periodic updates to Cabinet on OSS and connected efforts.

Practice & Operational Recommendations

In addition to the specific legislative and executive actions described above, the following were ideas that garnered broad consensus among members of the SSWG:

1. Where and whenever possible, leverage trusted voices and partners to increase awareness and program utilization across all areas of Colorado including:

   a. Explore a safety coordinator role at or through the BOCES;

   b. Set active engagement between field partners (BOCES, CASE, CASB, Rural Alliance et al) as an expectation of OSS staff and statewide agency staff connected to school safety;

   c. Prioritize updates for regional and field partners to share information including partnering to host listening sessions.

2. Leverage all state and federal resources to:

   a. Expand number of culturally responsive providers for students, particularly underserved communities (e.g. school-based health clinics);

   b. Expand access of associated professional services for all school staff;

   c. Expand partnership and coordination of same with local providers.

3. Maximize existing and explore additional state and federal funds to:

   a. Expand access to mental and behavioral health supports;

   b. Support recruitment and retention into all education and associated professions.

4. As part of the public awareness, sustainability and collaboration efforts, support school, school system and community awareness of all programs and how to access including without limitation:

   a. Accessing mental and behavioral health supports;

   b. Awareness of iMatter and other programs;

   c. Awareness and understanding of Collaborative Management Programs;

   d. Public awareness of state role, programs and resources;

   e. Local agency awareness of state structures, systems and programs.

5.   Establish standards, conduct and provide training for local school and district leaders to conduct:

   a.   Comprehensive district assessments of physical safety and security;

   b.   Develop, implement and maintain a system of regular inspections of environmental factors in schools such as air quality;

   c.   Create a Safety & Security (internal) dashboard for inter-agency awareness;

   d.   Expanded inspections to assess full spectrum of conditions, systems and factors;

   e.   Behavioral, emotional, and mental health support systems for students and staff to minimize violence risk factors and amplify violence prevention protective factors.

6.   Expand the trainings and "train the trainer" supports to include or expand:

   a.   De-escalation trainings and supports; (OSS in partnership with CDE)

   b.   Conducting whole-school safety assessments; (OSS)

   c.   SRO and school staff coordination strategies; (OSS)

   d.   The appropriate procedures in petitioning for Extreme Risk Protection Orders. (OGVP & OSS)

7.   Multiple stakeholders suggested that the State provide a vetted directory of resources to include*:

   a.   Grant writers to support district accessing of and reporting for state or federal programs;

   b.   Expanded substance misuse programs or program access information;

   c.   Support for I.T., video surveillance and other physical needs;

   d.   SRO-District model MOUs, screenings, trainings and procedures.

In discussions about this recommendation, SSWG members recognized the advantages but generally felt that vetting resources and providing a directory of these could present the appearance of state endorsement and may fall outside the appropriate role of the State, particularly as it relates to private sector vendors. There was agreement that some items such as awareness of programs or model MOUs could reasonably be integrated with the other efforts discussed in this report.

05 State Office, Department & Agency Considerations

This report contains a broad set of recommendations for changes and actions by multiple departments of Colorado state government including some recommendations that would necessitate investment by the State in both one-time expenses and ongoing staff or other resources. Members of the SSWG, staff interviewed across departments and the Director of the Office of School Safety all agreed on the importance of identifying those investments, as well as the additional staff or other fiscal costs that would be necessary for all recommendations to be fully implemented as described in this report.

Throughout the development of this report and the recommendations, representatives from each Department responsible for any of the programs identified in the State Program Inventory were invited to review the full draft of the report and all recommendations to provide feedback. All feedback was incorporated and where members had identified concerns, revisions were made to reach consensus support across the SSWG membership.

As a final review step to ensure alignment on the feasibility of advancing all of the recommendations, members of the SSWG and the Executive Director of each Department were invited to review this report and to provide input on the implications, considerations and any specific staff or other costs for actions or responsibilities that would fall in their respective departments. The members of the SSWG who represent other stakeholder groups were also invited to provide their input on implications for the stakeholders they represent such as law enforcement and school superintendents.

Summary of Considerations & Costs

Many departments or agencies indicated that because the recommendations had minimal operational demand on offices under their purview that the impact on their budgets or staff did not rise to the level of requiring additional funds. Those Offices and Departments with significant responsibility for school safety did identify one-time and ongoing costs for implementing the recommendations in this report with fidelity. The vast majority of costs and resource demand of the recommendations will fall on the Office of School Safety. Critical collaborative efforts going forward also identified potential staffing implications for the Department of Education and the Department of Public Health and Environment.

The following tables contain the one-time, ongoing and staff related costs identified by each Department, Agency or Office to implement the recommendations as presented in this report. Any expansion or adjustment to the requirements or scope of work to be undertaken as a result of legislation, rulemaking or executive action could have an effect on these costs.

Considerations & Costs by Department & Stakeholder Group

Department of Public Safety: *Colorado Office of School Safety*

ONE-TIME COSTS	ONGOING COSTS
• Website & application development • Materials relating to school safety 411 • Data Use, Physical Safety & Grant Work Groups: Staff support and/or vendor to facilitate and manage. • (.5 FTE or Vendor) for marketing	• 1.5 FTEs to manage resources, 411 & info for SS web/app • 1 FTE for data management & analysis • (.5 FTE or Vendor) manage & facilitate inter-agency groups • 3 FTEs for additional school assessments • 3 FTEs for additional training of trainers • 2 FTEs for additional grant specialist • 3 additional vehicles for trainers

Division of Fire Prevention & Control

@   3 FTEs for additional school assessments

Division staff act as Building and Fire Code Officials for all public schools, Charter Schools, and Junior colleges in Colorado. They are responsible for ensuring that all modifications made to any building meet the requirements of the adopted Codes and Standards. Any modifications of additions to physical security measures constructed in a school building would necessitate review and approval by the Division. To help ensure compliance, the Division will need to provide training relevant to the requirements and expectations.

![Colorado Office of School Safety logo]

Colorado Department of Education

ONE-TIME COSTS	ONGOING COSTS
• .25 FTE for grant work group	• .5 FTE for inter-agency group engagement • 1 FTE to provide grant writing support • 1 FTE for BOCES dedicated support person

Colorado Department of Human Services

Colorado Department of Public Health & Environment

ONE-TIME COSTS
• .25 FTE for grant work group

Colorado Attorney General's Office

No additional resources or costs identified or requested.

SSWG Membership & Participants

A

Members of the Interagency Work Group on School Safety

DEPARTMENT OF PUBLIC SAFETY Stan Hilkey, Executive Director SSWG Chair	**OFFICE OF SCHOOL SAFETY** Christine Harms, Director
DEPARTMENT OF EDUCATION Christina Monaco, Executive Director, Field Services & Support SSWG Co-Chair	**DEPARTMENT OF PUBLIC HEALTH AND ENVIRONMENT** Jill Ryan , Executive Director & Carrie Cortiglio, Prevention Services Division Director
DEPARTMENT OF HUMAN SERVICES Gretchen Russo, Office of Child, Youth & Families	**OFFICE OF THE ATTORNEY GENERAL** Stacey Jenkins, Director, Safe2Tell
DIVISION OF FIRE PREVENTION Chris Brunette, Director	**STATE ARCHITECT** Cheri Gerou
COLORADO ASSOCIATION OF SCHOOL EXECUTIVES Bret Miles, Executive Director	**COLORADO ASSOCIATION OF CHIEFS OF POLICE** Chief Dave Hayes
COUNTY SHERIFFS OF COLORADO Sgt. Nathan Businger	**PARENT OR FAMILY AFFECTED BY A SCHOOL SHOOTING OR VIOLENT INCIDENT** John Castillo Kelly Murphy

SSWG Subcommittees

The subcommittee membership list below contains the members of the SSWG who served and others who were invited at the recommendation of SSWG members. In some cases, Department officials invited other members of their teams to join or to represent them at some meetings. The work of subcommittees 2 and 4 were significantly supplemented by additional stakeholder outreach which included one-on-one and small group conversations with over 100 educators, school counselors, principals and district administrators.

Subcommittee 1

MENTAL & BEHAVIORAL HEALTH PROGRAMS & RESOURCES

Christine Harms	Director, Office of School Safety
Jill Ryan	Executive Director, CDPHE
Jonathan McMillan	Director, Office of Gun Violence Prevention
Ryan Templeton	Division Director, Policy & External Affairs, CDHS
Carrie Cortiglio	Division Director, Prevention Services
Stacey Jenkins	Director, Safe2Tell, Attorney General's Office
Kati Garner	School Safety Resource Center
Sarah Younggren	Manager of Child & Adolescent Initiatives, Mental Health Colorado
Kelly Murphy	Citizen, Affected Family Member

Subcommittee 2

PROGRAM ACCESS: UNDERSTANDING AWARENESS & BARRIERS

Christine Harms	Director, Office of School Safety
Christina Monaco	Executive Director, Field Services Division, CDE
Chris Brunette	Chief, Fire & Life Safety Section, Division of Fire Prevention & Control
Bret Miles	Executive Director, CO Association of School Executives (CASE)
Todd Bittner	Superintendent, Norwood Schools
Rebecca Hall	Superintendent, Hinsdale Schools
Kati Garner	School Safety Resource Center

Subcommittee 3

SUSTAINABILITY & COLLABORATION

Christine Harms	Director, Office of School Safety
Christina Monaco	Executive Director, Field Services Division, CDE
Sheldon Rosenkrance	Field Services, CDE
Kyle Pacque	Project Aware, CDE/CDPHE
Carrie Cortiglio	Division Director, Prevention Services
Sarah Sena	Office of Information Technology (OIT)
Chief Dave Hayes	Estes Park Police
Andie Scott	Program Administrator, Office of Children, Youth & Families, CDHS
Sgt. Nathan Businger	Moffat County Sheriff's Office
Chris Brunette	Chief, Fire & Life Safety Section, Division of Fire Prevention & Control
Jill Ryan	Executive Director, CDPHE
Gretchen Russo	Judicial & Legislative Administrator, CDHS
Tana Lane	Manager, State Building Program, Office of the State Architect
Bret Miles	Executive Director, CO Association of School Executives (CASE)
Stacey Jenkins	Director, Safe2Tell, Attorney General's Office
Todd Bitner	Superintendent, Norwood Schools
Rebecca Hall	Superintendent, Hinsdale Schools
Adrienne Cruz	Director of District Improvement Strategy, CDE
Ben Cosso	Office of School Safety

Subcommittee 4

GAP ANALYSIS

Christine Harms	Director, Office of School Safety
Jill Ryan	Executive Director, CDPHE
Todd Bitner	Superintendent, Norwood Schools
Rebecca Hall	Superintendent, Hinsdale Schools
Kati Garner	School Safety Resource Center
Adrienne Cruz	Director of District Improvement Strategy, CDE
Gretchen Russo	Judicial & Legislative Administrator, CDHS

Subcommittee 5

METRICS & DATA

Christine Harms	Director, Office of School Safety
Christina Monaco	Executive Director, Field Services Division, CDE
Greg Nusz	Program Evaluation & Data Manager, CDE
Jack Reed	Research Director, Division of Criminal Justice
Jonathan McMillan	Director, Office of Gun Violence Prevention
Kati Garner	School Safety Resource Center
Jessica Star	Research Analysis & Data (RAD) Unit Manager, CDHS
Becca Eman	Senior Analyst, Data Management & Analysis, Division of Youth Services, DYS
Jonathan Castillo	Citizen, Parent of a school shooting victim

Subcommittee 6

PHYSICAL SAFETY & SECURITY

Christine Harms	Director, Office of School Safety
Jill Ryan	Executive Director, CDPHE
Chris Brunette	Chief, Fire & Life Safety Section, Division of Fire Prevention & Control
Chief Dave Hayes	Estes Park Police
Sgt. Nathan Businger	Moffat County Sheriff's Office
Bret Miles	Executive Director, CO Association of School Executives (CASE)
Andy Stine	Director of Capital Construction, CDE
Alan Ford	Architect with expertise in school design (general and for safety)
Kathy Morris	School Safety & Security Director, Durango Schools
Brad Stiles	School Safety Resource Center
Tana Lane	Interim State Architect

Appendix B:
Table of Recommendations

B

The following pages contain the SSWG State Framework, which includes all ideas and recommendations generated through the work of the SSWG and its subcommittees. The items in this framework were reviewed by and revised based on input from all SSWG members. This framework has the unanimous support of the SSWG membership.

SSWG State Framework

SUSTAINABILITY & COLLABORATION			
Element	**Strategy, Process or Notes**	**Improvement**	**Action Recommended**
School Safety Programs Portal	Easy to search & navigate web-based portal with up to date information on all programs • Public facing U/I with accessible language, search terms & information; • Inter-agency U/I with direct contact information; • Full functionality to be further detailed for report; • Managed by Office of School Safety; with additional staff • SSWG to identify frequency of updates. • Marketing plan to alert schools statewide	Transparency Access & Utilization Awareness Efficiency	Legislative Direction & Appropriation
Coordinating Body / Committee	Creation of a perpetual standing committee on school safety to ensure coordination & collaboration across agencies. • Coordinated by Office of School Safety; • Monthly meetings; • Designees from each state agency tasked with reporting to the OSS and out to their department; • Hub for collaboration, sharing & updating of information.	Coordination Efficiency	Legislative Direction & Appropriation
School Safety 411	Establish a single point of contact for education field inquiries. • Managed by Office of School Safety; with additional staff • Serves as "traffic coordinator" to direct inquiries; • Available phone, email & chat (via portal).	Awareness Efficiency	Legislative Direction & Appropriation Department Practice
Executive Directions	Directions from Executive(s) with expectations that: • Cabinet level leaders set collaboration as priority for staff; • E.D. directions to staff to participate, maintain currency of information; • Periodic updates to Cabinet on OSS and connected efforts.	Efficiency Coordination	Executive Action Department Practice

COLORADO
Office of School Safety
Department of Public Safety

LOCAL AWARENESS, ACCESS & UTILIZATION

Element	Strategy, Process or Notes	Improvement	Action Recommended
Coordinated & Strategic Communications with Education Field	Establish and manage a strategic, coordinated communications plan that includes: • Newsletter connected to portal that provides periodic updates to all involved stakeholders about all state programs or resources; • Segmented targeting to allow all audience universes to be contacted separately, in conjunction with others and as a full universe; • Intentional distribution of information through trusted sources (e.g. BOCES, CASE, CEA, CASRO, CDE Spark etc.); with commitment by those sources to disseminate • Strategic press outreach at launch of portal, quarterly and as facts on ground warrant to maintain stakeholder awareness & solicit input; • Periodic webinars, town-halls etc. hosted by OSS with collaboration of all state agencies	Transparency Access & Utilization Awareness Efficiency	Legislative Direction & Appropriation Department Practice
In Field Relationships	Prioritize in-field connections and relationship management • Maximize opportunities for in-person and other 1:1 connections; • Expand universe of school & system level contacts to include facilities managers, security directors, nurses & counselors where they have not been engaged; • Coordinate information sharing to include all state resources & programs.	Awareness Access & Utilization	Department Practice
Grant & Other Application Process + Reporting	Reduce burden on schools or systems to apply and maintain compliance including: • Streamlined grant applications; • Standardized grant applications that store & pull from previous applications where possible and where information is not quickly out of date,; • Provide grant writing support via state staff or approved vendors in addition to those supports already provided by the OSS and CDE; • Streamlined reporting that draws on other reporting data where possible.	Access & Utilization Efficiency Effectiveness (data)	Legislative Direction
Maximize Partnerships & Trusted Voices	Where and whenever possible, leverage trusted voices and partners including: • Explore a safety coordinator role at/through BOCES; • Set active outreach to field partners (BOCES, CASE, CASB, Rural Alliance et al) as an expectation of OSS staff and statewide staff connected to work; • Prioritize updates for regional and field partners to share information including partnering to host listening sessions.	Access & Utilization Awareness	Department Practice

PHYSICAL SAFETY & SECURITY

Element	Strategy, Process or Notes	Improvement	Action Recommended
State Guidance & Supports	While respecting local-control, assemble and provide to districts a set of physical safety and security best practices that can be referenced in local decision making and priorities.	Effectiveness Efficiency	Legislative Direction
	Identify opportunity for collaboration among stakeholders to assemble, share knowledge and resources relating to: • Vendors for services or goods related to school safety and security;* • Support assessing technology including system compatibility.* *While broadly viewed as a benefit and need, SSWG members did not believe this was an appropriate or viable role for the state.*		Department Practice
	Ensure cross-department sharing of school district and charter organization School Safety Accreditation Reports.		Department Practice
Funding & Access	Ensure adequate funding for physical safety and security in addition to BEST to cover items ranging from building security upgrades and IT needs to environmental health factors and systems.	Address Gaps	Legislative Appropriation, Creation of Program
	To the extent possible with available resources and personnel, examine and include in OSS Portal information about all state and federal programs available to support building physical safety and security.		Department Practice
Training	Expand trainings and courses available through state to include (without limiting to): • Conducting risk assessment to identify targeted threats to individual schools; • Training for building staff on basics of emergency response and procedures; • Training for facilities directors on school safety procedures. • The proper procedures to assess risk and petition for Extreme Risk Protection Orders when appropriate.	Address Gaps Effectiveness	Department Practice Report back to legislature on unfunded needs
Assessments	Establish standards, conduct and provide training for local leaders to conduct: • Comprehensive district assessments of physical safety and security; • Develop, implement and maintain a system of regular inspections of environmental factors in schools such as air quality; • Create a Safety & Security (internal) dashboard for inter-agency awareness; • Expanded inspections to assess full spectrum of conditions, systems and factors; • Behavioral, emotional, and mental health support systems for students and staff to minimize violence risk factors and amplify violence prevention protective factors.	Address Gaps Effectiveness Transparency	Department Practice Legislative Appropriation (as additional staff is needed)

MENTAL & BEHAVIORAL HEALTH

Element	Strategy, Process or Notes	Improvement	Action Recommended
Expand Access	Leverage all state and federal resources to: • Expand number of culturally responsive providers for students, particularly underserved communities (e.g. school-based health clinics); • Expand access of services for all school staff; • Expand partnership and coordination of same with local providers.	Address Gaps	Legislative & Executive Action, Exploration
Increase Awareness & Integration	Provide resources to support local efforts intended to: • Increase awareness among families, educators and staff of available resources; • Increase inclusion of coping and trauma response skills in school programming. • Increase and enhance practices and policies which maximize emotional intelligence, behavioral health, and pro-socialization skills.	Transparency Access & Utilization Address Gaps	Department Practice
Funding	Maximize existing and explore additional state and federal funds to: • Expand access to mental health supports; • Support recruitment and retention into professions.	Access & Utilization Address Gaps	Legislative Examination Department Practice
Data Informed Practices	Assess and where needed, modify or expand data collection and use including: • School and system level data to inform interventions and needs; • Program utilization to assess effectiveness and utilization.	Transparency Effectiveness	Attorney General Guidance Department Practice

METRICS & DATA

Element	Strategy, Process or Notes	Improvement	Action Recommended
Improved & Streamlined Data Collection on Programs	Develop strategy, standards and system that balances reducing burden on local leaders for data collection with collecting sufficient and meaningful data including, via a limited time subcommittee of the coordinating body, establishing; • Recommendations for standardizing data fields, structures & standards (recognizing wide variety of program substance and needs); • Improving ability to auto-populate reports from existing reports or data; • Establish expectation and system to ensure necessary data is reported to the office overseeing or providing each program, training, grant or resource by districts (and CMOs) for use in state analysis and monitoring.	Efficiency Effectiveness	Attorney General Guidance Department Practice
Improve Cross-Department Analyses	Through work of data sub-committee: • Fund a dedicated data analyst and program evaluator role at OSS; • Identify state or federal statutory and regulatory barriers to data sharing & develop recommendations for resolution or work-around where possible; • Coordinate with OIT to maximize compatibility of databases, architectures and data schemas to expand ability to easily cross-walk multi-program data;	Effectiveness Transparency Efficiency	Legislative Action Attorney General Guidance Department Practice
Leverage Authority for Data Collection to State Agencies	Explore all opportunities to expand collection of data relating to individual behavior and utilization of programs while maintaining appropriate privacy protections. This may include some of the following subject to further discussions: • Expanded data on specifics of all law enforcement encounters * • Review and where appropriate, strengthen or expand data connected to funds (grants or other); • Mandated reporting of program outcomes, effectiveness & utilization; • Legislative direction to coordinate and maximize cross-department sharing. *Critical to ensure local officials not become hesitant out of fear of ramifications for incidents or data findings*	Effectiveness Transparency Efficiency	Legislative Action Attorney General Guidance Department Practice
Executive Guidance	Work across branches and departments in state government to minimize barriers, reduce burdens, protect privacy and drive collaboration including: • Guidance from AG's Office to standardize and simplify interpretation on data sharing across departments; • Executive leadership and direction to maximize sharing.	Effectiveness Transparency	Legislative Action Attorney General Guidance Department Practice

GAPS IN SERVICES OR PROGRAMS

Element	Strategy, Process or Notes	Improvement	Action Recommended
Trainings	Expand the trainings and "train the trainer" supports to include or expand: • De-escalation trainings and supports; • Conducting whole-school safety assessments; • SRO and school staff coordination strategies; • The appropriate procedures in petitioning for Extreme Risk Protection Orders; • Inclusion of school safety training in educator preparation programs (EPPs); • Inclusion of school safety resource awareness in educator induction programs.	Address Gaps	Department Practice Legislative Appropriation (additional funding)
Standards & Best Practices	General guidance, state standards and best practices across multiple areas including: • Technical support and P.D. for social-emotional learning for all school staff; • Enhanced, comprehensive school safety and security assessments and tools; • Expanded training and awareness efforts by school systems for educators about local safety, security and incident response practices and standards.	Address Gaps	Department Practice Legislative Appropriation (additional funding)
Resources	Provide greater and vetted resources to include: • Grant writers to support district accessing of and reporting for state or federal programs; • Expanded substance misuse programs or program access information; • Support for I.T., video surveillance and other physical needs; • Supports, trainings and funds (e.g. stipends) for educators to participate in awareness programs and classroom safety programs. • SRO-District model MOUs, screenings, trainings and procedures.	Address Gaps	Department Practice Legislative Appropriation (additional funding)
Awareness	Support school, school system and community awareness of all programs and how to access including without limitation: • Accessing mental health supports; • Awareness of iMatter, Safe2Tell and other programs; • Understanding of Collaborative Management Programs; • Public awareness of state role, programs and resources; • Local agency awareness of state structures, systems and programs.	Address Gaps	Department Practice Legislative Appropriation (marketing funding)

Appendix C:
State Program Inventory

ATTORNEY GENERAL'S OFFICE			
Office, Division, or Unit	**Type**	**Resource Title**	**Purpose/Notes**
Safe2Tell	Direct Service	Safe2Tell	Safe2Tell provides students, parents, and community members a safe and anonymous way to report information about any issues that concern their safety or the safety of others. Safe2Tell's reporting process is simple. Call to interact with a live, trained analyst or fill out a form on our website or mobile app.

DEPARTMENT OF EDUCATION

Agency	Unit/Source	Type	Resource Title	Purpose/Notes
CDE	Title IV, Part A of ESEA	Grant	ESEA formula funding to LEAs and State Level Activities	To improve acadmic achievement by increasing capacity of States, LEAs, schools, and local communities to provide all students access to a well-rounded education, improve school conditions for student learning, and improve use of technology in order to improve use of technology.
CDE	CDE Health & Wellness	Grant	Healthy Schools Grant	Whole School, Whole Community, Whole Child (WSCC) efforts that focus on improving physical, social emotional, and mental health needs in the school setting
CDE	CDE Health & Wellness	Grant	K-5 Social Emotional Health Education Pilot Program	place a team of school mental health professionals in every pilot program school
CDE	CDE Health & Wellness	Grant	K-5 Social Emotional Health Education Pilot Program	place a team of school mental health professionals in every pilot program school
CDE	CDE Health & Wellness; CDHS & OBH	Grant	Project AWARE Grant	build a comprehensive, coordinated, and integrated school behavioral health services system that supports every student in Colorado in reaching their fullest potential in school and life
CDE	CDE School Climate	Grant	School Climate Grant	identify and support funded districts to implement the best practice strategies for improving school climate through Colorado's Multi-Tiered System of Supports (COMTSS)
CDE	CDE Health & Wellness	Grant	School Health Professional Grant	
	CDE Health & Wellness	Grant	School Health Professional Grant	
CDE	Federal Programs and Support unit (FPSU)	Grant	Stronger Connections Grant	To promote and support the safety and health of students.
CDE	CDE Learning Supports	Grant	School Bullying Prevention and Education Grant Program	The School Bullying Prevention and Education Grant (BPEG) program provides $2 million each year to schools and districts across Colorado to reduce the prevalence of bullying.

DEPARTMENT OF HUMAN SERVICES

Agency	Unit/Source	Type	Resource Title
Advisory Board	Meeting	Advisory Board Meeting - February	February Meeting Notes
Division of Child Welfare	Resource	Child Welfare	Colorado's child welfare system is state supervised and administered by Colorado's 64 counties. CDHS's Division of Child Welfare oversees child welfare practice, provides policy direction and provides 80 percent of the funding for services. Counties contribute approximately 20 percent of the funding through local revenues.
Division of Commnuity Programs	Other	Collaborative Management Program	As defined in C.R.S. § 24-1.9-102 and 12 CCR 2509 Section 7.303.3, the Collaborative Management Program promotes the adoption of collaborative management structures at the county level to achieve a variety of goals, including: Develop a more uniform system of collaborative management that includes the input, expertise, and active participation of parent advocacy or family advocacy organizations Reduce duplication and eliminate fragmentation, and increase quality, appropriateness, and effectiveness of services delivered to children or families who would benefit from integrated multi-agency services Encourage cost sharing among service providers and cost-reduction for services Achieve positive outcomes for children and families, particularly in the child welfare system in Colorado
MINDSOURCE	Resource	MINDSOURCE	MINDSOURCE strives to enhance the quality of life for everyone in Colorado living with, or affected by brain injury, and their communities. Housed within the Colorado Department of Human Services (CDHS), MINDSOURCE serves as the umbrella entity for three distinct programs/functions: MINDSOURCE manages the Colorado Brain Injury Trust Fund, provides training and technical assistance regarding brain injury for public and private entities, and manages the federal traumatic brain injury grant.
CDE Health & Wellness; CDHS & OBH	Grant	Project AWARE Grant	build a comprehensive, coordinated, and integrated school behavioral health services system that supports every student in Colorado in reaching their fullest potential in school and life

DEPARTMENT OF HUMAN SERVICES

Agency	Unit/Source	Type	Resource Title
Federal Programs and Support Unit (FPSU)	Grant	Stronger Connections Grant, Competitive Grant and State Level Activities	To promote and support the safety and health of students.
YES2 - CSSRC Youth Advisory Council	Resource	Student Staff Summits (statewide)	These Summits are held so our staff can hear what your students have to say about the state of school safety in Colorado. Every year we are joined by groups of middle and high school students from local schools/districts in different regions around the state.
DHS Center for Prevention Programs and Partnerships	Grant	T4PA Center Grant	Supports local communities in their efforts to prevent targeted violence and terrorism by providing financial assistance to eligible applicants to develop sustainable, multidisciplinary targeted violence and terrorism prevention capabilities in local communities, to pilot innovative prevention approaches, and to identify prevention best practices that can be replicated in communities across the country.
Tony Grampas Youth Services Program	Grant	Tony Grampas	The Tony Grampsas Youth Services (TGYS) program is a statutory program providing funding to community-based organizations for prevention and intervention programs for children, youth, and their families working to prevent youth crime and violence, youth alcohol, tobacco, and other drug use, student dropout, and child abuse and neglect. TGYS is defined and guided by Colorado Revised Statutes (C.R.S.) 26-6.8-101 through 106. Funds for the State Fiscal Year (SFY) 2022-2023 are allocated to TGYS from the Tobacco Master Settlement Agreement, the State of Colorado General Fund, and the Marijuana Tax Cash Fund.
Division of Youth Services	Resource	Youth Services	The CDHS Division of Youth Services (DYS) provides for the care and supervision of youth committed by the District Court to the custody of CDHS. DYS operates 15 secure youth centers that serve youth between the ages of 10-21 who are pre-adjudicated or committed. In addition to residential programming, DYS administers juvenile parole services throughout Colorado.

BEHAVIORAL HEALTH ADMINISTRATION

Office, Division or Unit	Type	Resource Title	Purpose/Notes
BHA	**Resource**	OwnPath	Helps individuals find BHA licensed providers in their area for emotional, mental or substance abuse.
BHA	**Resource**	Colorado Crisis Services	Call/Text line for support and counseling for you or a loved one.
BHA	**Resource**	ASCENT	ASCENT Colorado is a holistic, community-based approach to mental wellness that implements Coordinated Specialty Care to provide treatment and support to youth and young adults 15-29 years of age (upon intake) who have experienced an onset of psychotic spectrum illness within the last 24 months, which may be evidenced by troubling thoughts, feelings, and behaviors. The program meets clients where they are, offering up to three years of full wraparound services (Community Outreach and Education, Individual Therapy, Family Education and Support, Care Management, Specialized Education and Employment Services, Nursing/Wellness Support, Psychiatry, and Peer Support) to guide them toward stability and independence.
BHA	**Other**	Behavioral Health and Substance Use Disorder Services for Children, Youth, and Families	Provide SUD care navigation, treatment, and recovery services for children, youth, and their families with BH and/or SUD problems to help them access and utilize the most effective supports and services available, to improve the emotional and behavioral outcomes for these children and youth, to enhance their functional outcomes, and to reduce the risk of more serious behavioral health problems, school expulsions, out-of-home placements, higher levels of care, and juvenile justice system involvement
BHA	**Resource**	Child First	Evidence Based Practice (EBP) home-visiting model, including parent-child psychotherapy and case management for high-risk families with early childhood/family treatment needs.
BHA	**Resource**	Children and Youth Mental Health Treatment Act (CYMHTA)	CYMHTA allows families to access mental health treatment services for their child or youth. CYMHTA is an alternative to child welfare involvement when a dependency and neglect action isn't warranted. CYMHTA funding can be available when there is no other appropriate funding source for treatment, such as private insurance.
BHA	**Grant**	Child, Youth, and Family Services Gap Grants	These grants will be used to expand behavioral health care services to children, youth, and families (CYF) with identified needs to address acute, complex, or severe behavioral health problems.
BHA	**Grant**	Child, Youth, and Family Workforce Grants	Funding to increase access to, and availability of, promising and best practices that are federally reimbursable.
BHA	**Other**	Children and Youth Residential Mental Health and Substance Use Treatment	Increase youth residential substance use treatment beds by a minimum of sixteen (16) beds

BEHAVIORAL HEALTH ADMINISTRATION

Office, Division or Unit	Type	Resource Title	Purpose/Notes
BHA	**Resource**	COACT/System of Care	High-fidelity wraparound is an individualized approach to helping children, youth, and families with complex needs. Service providers, natural supports and the youth and family work together to help achieve the family vision. The team honors the strengths, voice, and culture of the family to build confidence and experience success at home, in school, and in the community.
BHA	**Resource**	Division of Youth Services (DYS)	SUD for CYF
BHA	**Resource**	Family First Prevention Services Act (FFPSA)- Independent Assessments	2018 Federal legislation (P.L. 115-123) that changes the federal funding model for child welfare services to prevent out-of-home placements and keep children/youth in family-like placement settings. FFPSA created a new level of residential care called Qualified Residential Treatment Providers (QRTPs) that provides short-term behavioral health treatment. QRTPs can only have 16 or fewer beds, are required to be nationally accreditation and state-licensed, have a state-approved trauma-informed care plan, have access to nursing and clinical services 24/7, provide targeted family engagement, and provide 6 months of follow-up care post discharge. FFPSA created life-time limits on the length of stay for youth in QRTPs (6 months consecutive and nonconsecutive for youth 12 years old and younger, 12 months consecutive or 18 months nonconsecutive for youth 13 and older). Any youth that require QRTP for longer than the lifetime limit, requires a waiver to be submitted and approved by CDHS' Executive Director. An Independent Assessment (IA) recommending QRTP is required to bill Medicaid for services and for the state to receive federal (Title IV-E) reimbursement for a youth's stay in QRTP. Residential Child Care Facilities (RCCFs) are no longer covered by Title IV-E or Medicaid funding (If an RCCF has Medicaid-eligible providers, it can be billed as a fee for service). The IA is completed by a Qualified Individual (QI) who is not an employee of the state or a title IV-E agency and who is not connected to, or affiliated with, any placement setting. The IA includes a biopsychosocial assessment, the Child and Adolescent Needs and Strengths (CANS) tool, and a court report.
BHA	**Other**	Medicaid Independent Assessments	10CCR 2505-10-8.765.14 In conjunction with HCPF, the Family First Prevention Services Act Independent Assessment (IA) process was expanded to be used by the Regional Accountable Entities (RAEs) in the medical necessity determination process for QRTP. The ASOs directly contract with the RAEs to complete the IA, utilizing the same IA process as outlined for FFPSA. However, the Medicaid IA only includes a biopsychosocial assessment and the Child and Adolescent Needs and Strengths (CANS) tool.
BHA	**Other**	High Fidelity Wraparound (HFW)	SB 19-195 statewide HFW in conjunction with HCPF.

BEHAVIORAL HEALTH ADMINISTRATION

Office, Division or Unit	Type	Resource Title	Purpose/Notes
BHA	**Resource**	High Risk Families Cash Fund (HRFCF)	SB 19-1193 SUD services for high-risk parents, including pregnant and parenting people with SUD, high-risk children and youth with BH needs, including family-centered treatment.
BHA	**Resource**	Improve Perinatal Access, Coordination, and Treatment (IMPACT)	Pregnant and postpartum cross-systems intervention pilot with continuity of care. Includes universal behavioral health and social needs screening in the healthcare delivery system, inpatient access to and coordination of MOUD services, and community-based perinatal navigation and increased access to behavioral health and social needs related resources. IMPACT BH brings together hospitals, primary healthcare services, and community-based organizations as active collaborators and partners in providing wrap-around support and care navigation to pregnant and postpartum people and their families.
BHA	**Resource**	I Matter	HB 21-1258 (FY22)/HB 22-1243 (FY23) temporary/rapid mental health response for Colorado Youth, up to 6 free therapy sessions for any Colorado child or youth, regardless of payor source, mostly online but some in-person available.
BHA	**Resource**	Integrated Care for Women and Babies	SB 19-228 created the Integrated Care for Women and Babies program that integrates substance use treatment and OB care. The program is substance agnostic and allows for participants throughout the perinatal stage up to 1 year postpartum. Currently the legislation and budget call for/ allow for 4 OB clinics and 2 SUD clinics to receive funding and support for this program at any one time
BHA	**Resource**	School Aged Services	Outreaching populations disproportionately impacted by COVID 19, including school-aged children and their families, CMHCs implement enhancements of technology and tools needed to reach students and their families in community settings, provide mental health and prevention services to children and their families.
BHA	**Resource**	School Based Mental Health Services	CMHCs will utilize mental health first aid Colorado instructors, school-based clinicians, and the continuum of providers to assist educators and school personnel with needed support as they transition to new learning modalities and ways to stay connected to peers and students who will inevitably have challenges with social isolation and new family dynamics as a result of loss of work, changes in educational settings.
BHA	**Resource**	Special Connections	Residential SUD mom/baby treatment for pregnant and parenting women who are Medicaid eligible in order to improve maternal and child health outcomes.

BEHAVIORAL HEALTH ADMINISTRATION

Office, Division or Unit	Type	Resource Title	Purpose/Notes
BHA	Resource	Trauma Informed System of Care (TISOC)	Trauma Informed Care (TIC) plans required for QRTPs. The Family First Prevention Services Act (Family First) is the most significant change to child welfare in decades. For the first time, federal funding can be accessed for prevention services that keep kids safe, growing up with their families. If staying home safely is not possible. Family First encourages care in a family-like setting or, if necessary for a short time period, care in a congregate setting designed to meet specialized treatment needs. The Family First Prevention Services Act includes historic reform to help keep children and teens safely with their families and avoid the potentially traumatic experience of entering foster care. Family First created Qualified Residential Treatment Programs (QRTP) and mandated that QRTPs have a Trauma-Informed Treatment Care Model. In developing Colorado's QRTP Trauma-Informed Care Model a workgroup was formed to review national and local models and pertinent research. CDHS drafted the following guidelines that must be addressed by each QRTP agency or any agency wishing to become QRTP. The agency must submit their Trauma-Informed Care Model to the Behavioral Health Administration (BHA) upon application for a QRTP license with the CDHS Office of Children, Youth and Families (OCYF), and when applying for a mental health designation through the BHA. COACT. Colorado's Trauma Informed System of Care, or COACT Colorado, is supported by a cooperative agreement between the Colorado Department of Human Services and the Substance Abuse and Mental Health Services Administration (SAMHSA), administered by the Behavioral Health Administration in partnership with the Office of Children, Youth, and Families, and other local partners. The system of care in Colorado builds on existing infrastructure such as the Collaborative Management Program (HB 04-1451). All child and youth serving agencies are involved, including the public mental health system, child welfare, juvenile justice, and education.
BHA	Other	Tough as a Mother	Public awareness campaign decreasing stigma around maternal substance use disorder through storytelling and community education, while connecting pregnant and parenting moms to treatment and recovery supports in their communities.
BHA	Grant	19Y	This fund was legislatively created using fees from minor in possession charges in order to provide preventative and early intervention substance use treatment services for adolescents and their families
BHA	Grant	County Grants funded by SB 21-137 (C.R.S. 27-60-111):	

BEHAVIORAL HEALTH ADMINISTRATION

Office, Division or Unit	Type	Resource Title	Purpose/Notes
BHA	**Other**	Broomfield Department of Human Services	The City and County of Broomfield's (CCOB) Department of Human Services (BDHS) and Department of Public Health and Environment (BPHE) will use these funds to address the behavioral health workforce crisis by providing additional financial support to a local community mental health center, Mental Health Partners (MHP), in the amount of $554,000. These funds will help retain critically needed staff via retention bonuses, financial support for housing and childcare, tuition reimbursement, and high-level training and certification support. It will also be used to recruit new, diverse talent and build the overall professional capacity of staff to meet changing community needs. The ultimate goal is to build the expertise of the workforce that will in turn enhance community resiliency.
BHA	**Resource**	Dolores County Social Services Collaboration	The funding will be used to support families in accessing services related to their individual behavioral health needs. This would include but not be limited to family incentives for participating in family engagement meetings, collaborative management program areas, adult and child protection services, and engagement in other programs related to or supporting behavioral health. It also provides funding for families or individuals to access mental/ behavioral health providers, co-pay coverage for possible medications or other medical expenses, transportation assistance and more. Provide ongoing training and support to department staff members.
BHA	**Other**	Morgan/Washington/Yuma Counties of Human Services Collaboration	The funds will be used to expand trauma-informed, culturally-sensitive mental health therapy, supportive healing modalities and attachment and neuroscience-based treatment approaches for children and families in the counties of Morgan, Washington and Yuma. The main provider will be The Center for Healing Trauma and Attachment, Inc.
BHA	**Other**	Northeast Counties (Kit Carson, Logan, Sedgwick, Phillips, Morgan, Washington, Yuma, Elbert, Lincoln and Cheyenne county departments of human services)	Savio House will provide MST and FFT Certified Services to the N. E. Colorado region as referred to by DHS departments located in the N.E. counties. The goal is to reduce the number of out of home placements including congregate care facilities by having Savio House providing in-home pre crisis or crisis interventions to help stabilize the family. As needed, Savio House would continue working with the family to teach new behavior strategies to the family.
BHA	**Other**	Prowers County Department of Human Services	Funds to support an art-based therapy program to be coordinated by Prowers County Public Health & Environment, provide co-pay assistance to community members unable to afford co-pays for in-patient treatment or ongoing therapy, support for the Good Grief/Child Life Specialist position to conduct outreach, education and navigation, and to increase access to EMDR treatment provided by Prowers County Department of Human Services staff.

BEHAVIORAL HEALTH ADMINISTRATION

Office, Division or Unit	Type	Resource Title	Purpose/Notes
BHA	**Other**	Rio Grande County Department of Social Services Collaboration (Alamosa, Rio Grande, Saguache, Costilla, Conejos and Mineral)	Rio Grande County Department of Human Services (DHS) is submitting this proposal for the San Luis Valley Region, using subcontracting services from San Luis Valley Behavioral Health Group (SLVBHG). The primary contact for this project is Jody Kern, Director of Rio Grande County Department of Human Services, and we are requesting $128,761.98 to support the augmentation of direct therapy, navigation and care coordination, workforce development, and support regional service delivery for adolescent behavioral health needs in the San Luis Valley.
BHA	**Resource**	Teller County Government Department of Human Services	This funding will be used to provide oversight for personnel spearheading community prevention initiatives in Teller County, specifically the FACT (Families and Communities Together) Prevention Collaborative for Teller County. This funding will allow the county CMP Coordinator to assist in assuring fidelity and best practices in community assessment and service delivery. The program is being developed with sustainability and community engagement being top priorities for this youth-focused initiative. Through the pre-established FACT ISST (Individualized Service and Support Team) program, we will utilize interagency integration and cooperation between organizations that provide services to children, young people, and families to increase service delivery effectiveness and efficiency. The funding will be used to employ the facilitator of both programs as well as pay for office supplies and meeting materials.
BHA	**Other**	Weld County Department of Human Services	Weld County is using this funding to create a High Fidelity Wraparound (HFW) team. HFW services are targeted to children and families who have complex behavioral/mental health needs and who may be involved with or need access to a variety of systems, such as out-of-home placement, the Regional Accountable Entity (RAE), special education services, Medicaid Waivers such as Children's Habilitation Residential Program (CHRP) and Children's Extensive Support (CES), Community Centered Boards (CCB), the juvenile justice system or local community mental health. The HFW team is housed in the Family Resource Division within WCDHS. The Family Resource Division is uniquely situated withing the Department to allow families from multiple divisions to access these services.
	Resource	Colorado Schools Crisis Toolkit	The school crisis toolkit is divided into three main sections: Prevention, Intervention, and Postvention. Each section contains several pause-points to consider to plan and prepare for the event of a school or student mental health crisis. The items listed under each pause point are crucial to ensure that all responding school staff understand the individual student and their presenting concern well enough to respond in a meaningful, cultural- and trauma-informed way to a school or student mental health crisis. These pause points can be used and implemented proactively to address any barriers to an effective response. The school crisis toolkit website contains supporting resources corresponding with each pause point to enhance the school's and professionals' understanding of and access to support and resources available.

DEPARTMENT OF PUBLIC HEALTH & ENVIRONMENT

Office, Division, or Unit	Type	Resource Title	Purpose/Notes
Substance Abuse Mental Health Services (SAMHSA)	**Other**	Project AWARE	Colorado's Project AWARE works to build a comprehensive, coordinated, and integrated school behavioral health services system that supports every student in Colorado in reaching their fullest potential in school and life.
CDPHE	**Grant**	Community Grants	
Office of Gun Violence Prevention	**Grant**	Poudre School District Mental Health Team	The District will distribute gun locks and safes to community members with school aged children.
Office of Suicide Prevention (OSP)		Office of Gun Violence Prevention	The Office of Gun Violence Prevention is a new office in CDPHE that will coordinate and promote effective strategies to reduce gun violence in our state. CDPHE is establishing the office now and will update information here as soon as it becomes available. Created by HB21- 1299, the office will: Conduct public awareness campaigns to educate about state and federal laws and existing resources relating to gun violence prevention. Administer a grant program (subject to available money) for organizations to conduct community-based gun violence intervention initiatives focused on interrupting cycles of gun violence, trauma, and retaliation that are evidence-informed and have demonstrated promise at reducing gun violence without contributing to mass incarceration. Create and maintain a resource bank as a repository for data, research, and statistical information regarding gun violence in Colorado.
Office of Suicide Prevention (OSP)	**Grant**	Funding Opportunities	Community Grant Program awarded to schools to run gun violence prevention programs.
CDPHE	**Resource**	Colorado Crisis Services	Colorado Crisis Services (1-844-493-8255) services the National Suicide Prevention Lifeline (1-800-273-8255) for Colorado callers. The National Suicide Prevention Lifeline is made up of call centers around the country, and its website contains additional helpful information pertinent to suicide prevention in the USA.

DEPARTMENT OF PUBLIC HEALTH & ENVIRONMENT

Office, Division, or Unit	Type	Resource Title	Purpose/Notes
CDPHE	**Research**	Colorado Crisis Services (en espanol)	Ayuda en Español: Lifeline ofrece 24/7, gratuito servicios en español, no es necesario hablar inglés si usted necesita ayuda. Cuando usted llama al número 1-888-628-9454, su llamada se dirige al centro de ayuda de nuestra red disponible más cercano.
Office of Suicide Prevention (OSP)		2022 Annual Report	
	Research	Healthy Kids Colorado	Healthy Kids Colorado Survey (HKCS) and Colorado Healthy Schools Smart Source (Smart Source), are Colorado's widely-administered surveys on the health and well-being of young people and school health policies and practices that support youth health. Data from HKCS and Smart Source are complementary and can be used together to provide a more complete picture of youth and school health. The surveys, conducted in the fall of odd-numbered years, are supported by the Colorado Department of Public Health and Environment (CDPHE), the Colorado Department of Human Services (CDHS), the Colorado Department of Public Safety (CDPS), the Colorado Department of Education (CDE), and an advisory group of state and local partners. The surveys are administered by a team of researchers at the Colorado School of Public Health (CSPH) at the University of Colorado Anschutz Medical Campus. CDPHE analyzes aggregated statewide and regional survey results, while the CSPH Survey Team aids schools and districts with accessing and interpreting their local results.

COLORADO
Office of School Safety
Department of Public Safety

DEPARTMENT OF PUBLIC SAFETY

Office, Division, or Unit	Type	Resource Title	Purpose/Notes
Colorado State Patrol (CSP)	Training	PILLAR Program - Digital Intelligence, Grades 3-5	Students are introduced to Digital Dawn, an Emoji that guides them through their learning. Students will play a listening team game in which they must answer a question correctly based on information provided by the presenter or the Emoji (emoticon). Each team is responsible for adding up their points which are hidden behind each correct response. The underlined words in the lesson text are key vocabulary words as well answers to the questions.
Colorado State Patrol (CSP)	Training	PILLAR Program - Digital Intelligence, Grades 6-8	Students play a word scramble to uncover important principles of digital intelligence.
Colorado State Patrol (CSP)	Training	PILLAR Program - Marijuana & Opioids – Grades 7-8	Students vote with their feet as they learn about the effects of marijuana and opioids on their growth and development.
Colorado State Patrol (CSP)	Training	PILLAR Program -Teamwork – Grades 6-8	Students will divide into teams and play a game in which they must work cooperatively to accomplish a common goal. Consideration: The game requires a large outdoor or indoor space like a gym or facility room
Colorado State Patrol (CSP)	Training	PILLAR Program -Safety at Parties – Grades 9-10	Students divide into teams to play a game of Cash Cab in which they are quizzed on safe practices when attending parties.
Colorado State Patrol (CSP)	Training	PILLAR Program - Run Hide Resist – Grades 8-12	Students learn about ways to keep safe in the event of a threat: Run, Hide, or Resist. At the beginning of the lesson, the trooper passes out random letters that spell out this point. At the end of the lesson, students spell out the letters in front of the class and tell one important point they learned.
Colorado State Patrol (CSP)	Training	PILLAR Program - Role of a Communications Officer – Grades 7-12	Participants will learn the role of the Colorado State Patrol Communications Officer and how to respond to 911 or *CSP.
Colorado State Patrol (CSP)	Training	PILLAR Program -Driving Impaired – Grades 9-10	Students read the story of Todd Peeples who died tragically in a drunk driving accident. Then students role play how to say "No" to peers when pressured to take drugs or alcohol.

DEPARTMENT OF PUBLIC SAFETY

Office, Division, or Unit	Type	Resource Title	Purpose/Notes
Colorado State Patrol (CSP)	Training	PILLAR Program -Teamwork – Grades 11-12	Students will divide into teams and play a game in which they must work cooperatively to accomplish a common goal. Specific responsibilities will be given to each team member. Consideration: The game requires a large outdoor or indoor space like a gym or facility room
Colorado State Patrol (CSP)	Training	PILLAR Program - Marijuana & Opioids – Grades 9-12	Students brainstorm, in pairs, ways to advocate for preventing underage marijuana use and opioid addiction. Additionally, students learn five steps to be an effective advocate for any cause.
Colorado State Patrol (CSP)	Training	PILLAR Program - Digital Intelligence – Grades 9-12	Students are given a set of multiple statements about navigating the digital environment safely and respectfully. In teams, they discuss which statements are true and which ones are lies.
Colorado State Patrol (CSP)	Training	PILLAR Program - Introduction to Bias – Grades 7-12	Through paired conversations, students explore their personal values, beliefs, and biases.
Colorado State Patrol (CSP)	Training	PILLAR Program - Search & Seizure, Due Process – Grades 11-12	Students will discuss Search & Seizure, and Due Process using scenarios and movie clips. Consideration: The content in this lesson may not resonate with some historically marginalized communities. There is audio and video in the PowerPoint. Adequate audio speakers are recommended.
Colorado State Patrol (CSP)	Training	PILLAR Program - Victims of a Crime – Grades 9-12	Lesson includes a game in which students are "assassinated" by a winking murderer. Discussion follows on emotionally, psychologically, and physically violent crime and how to support someone who has been a victim.
Colorado State Patrol (CSP)	Training	PILLAR Program - Natural Disaster Safety	Large group presentation on safety during natural disasters. Target audience: postsecondary students, parents
Colorado State Patrol (CSP)	Training	PILLAR Program - Digital Intelligence	Large group presentation on cyber safety for adults. Target audience: postsecondary students, parents

DEPARTMENT OF PUBLIC SAFETY

Office, Division, or Unit	Type	Resource Title	Purpose/Notes
Colorado State Patrol (CSP)	Training	PILLAR Program - Threat Assessment of Targeted Violence at School & Work	This session discusses the serious topic of school and work attacks, how to create a caring and respectful environment as a preventative measure, signs to look for in a potential attacker, and the role of a Threat Assessment Support Council. Target audience: teachers, school leaders, parents, public
Colorado State Patrol (CSP)	Training	PILLAR Program - Active Assessment & Active Threats	Participants will learn ways to assess a threat as well as protect themselves, students and colleagues in the event of an active threat. Target audience: teachers, school administrators
Colorado School Safety Resource Center (CSSRC)	Meeting	YES2	CSSRC Youth Advisory Council - Student Staff Summits (statewide)	These Summits are held so our staff can hear what your students have to say about the state of school safety in Colorado. Every year we are joined by groups of middle and high school students from local schools/districts in different regions around the state.
Colorado School Safety Resource Center (CSSRC)	Training	Adult Sexual Misconduct in Schools: Prevention and Management	Sponsored by The Colorado School Safety Resource Center and the Colorado Association of School Boards Designed for: administrators, human resources professionals, school board members and any other interested parties Arrange a two-hour video-based workshop at your site No charge for Colorado participants
Colorado School Safety Resource Center (CSSRC)	Training	ASIST- Applied Suicide Intervention Skills	
Colorado School Safety Resource Center (CSSRC)	Training	Basic Mental Health Awareness for Educators	
Colorado School Safety Resource Center (CSSRC)	Training	Bullying Prevention and Intervention	

DEPARTMENT OF PUBLIC SAFETY

Office, Division, or Unit	Type	Resource Title	Purpose/Notes
Colorado School Safety Resource Center (CSSRC)	Training	Crisis Preparedness and Intervention	
Colorado School Safety Resource Center (CSSRC)	Training	Cyber Safety for Youth, Staff, and Communities	
Colorado School Safety Resource Center (CSSRC)	Training	Cyberbullying for School Staff	
Colorado School Safety Resource Center (CSSRC)	Training	De-escalation Techniques	
Colorado School Safety Resource Center (CSSRC)	Training	Emergency Planning for Schools	
Colorado School Safety Resource Center (CSSRC)	Training	Front Office Staff	
Colorado School Safety Resource Center (CSSRC)	Training	General Information on School Safety & Colorado Laws	
Colorado School Safety Resource Center (CSSRC)	Training	Healthy Relationships for Youth	
Colorado School Safety Resource Center (CSSRC)	Training	Identification of Child Abuse and Mandatory Reporting for School Staff	
Colorado School Safety Resource Center (CSSRC)	Training	Informed Supervision of Juveniles Who Have Caused Sexual Harm	
Colorado School Safety Resource Center (CSSRC)	Training	Interviewing for Threat Assessment	

DEPARTMENT OF PUBLIC SAFETY

Office, Division, or Unit	Type	Resource Title	Purpose/Notes
Colorado School Safety Resource Center (CSSRC)	Training	Planning and Conducting Tabletop Drills	
Colorado School Safety Resource Center (CSSRC)	Training	PREPaRE I and II - NASP certified trainers	
Colorado School Safety Resource Center (CSSRC)	Training	Psychological Challenges of Youth for Staff	
Colorado School Safety Resource Center (CSSRC)	Training	QPR - certified trainers	
Colorado School Safety Resource Center (CSSRC)	Training	Reunification Planning	
Colorado School Safety Resource Center (CSSRC)	Training	Secondary Traumatic Stress	
Colorado School Safety Resource Center (CSSRC)	Training	Sexting Prevention for Youth and School Staff	
Colorado School Safety Resource Center (CSSRC)	Training	Situational Awareness and Emergency Actions	
Colorado School Safety Resource Center (CSSRC)	Training	Suicide Assessment and Intervention Training	
Colorado School Safety Resource Center (CSSRC)	Training	Tabletop Exercises	
Colorado School Safety Resource Center (CSSRC)	Training	Trauma-Sensitive Classrooms	

DEPARTMENT OF PUBLIC SAFETY

Office, Division, or Unit	Type	Resource Title	Purpose/Notes
Colorado School Safety Resource Center (CSSRC)	Training	Understanding and Responding to Childhood Sexuality	
Colorado School Safety Resource Center (CSSRC)	Training	Utilizing Restorative Practices	
Colorado School Safety Resource Center (CSSRC)	Training	Youth Mental Health First Aid	
Colorado School Safety Resource Center (CSSRC)	Training	Youth Suicide Prevention and Intervention	
Colorado School Safety Resource Center (CSSRC)	Training	Mandated Reporting of Child/Sexual Abuse: Training for School Staff	Designed for all staff including, administration, health aides, teachers and paras, food service and transportation, and facilities staff.

This 90 minute session provides a framework to identify physical, sexual and emotional abuse and neglect, and instructions to satisfy the staff's statutory mandate to report under Colorado law. Presented free of charge. |
| Colorado School Safety Resource Center (CSSRC) | Training | Threat Assessment in Schools: Best Practices Overview | A well-trained threat assessment team--administrator, mental health professional and law enforcement professional--is a vital part of a comprehensive safe schools' violence prevention program. This is a six-hour training that includes the rationale behind threat assessment, the research of the U.S. Secret Service and procedures for conducting a TA at a school. A best practice protocol can be provided for districts that do not have currently have a protocol. Time is also devoted to scenario discussions. The training is provided by the CSSRC's team of experienced trainers who are also available to review the district's protocol. |

DEPARTMENT OF PUBLIC SAFETY

Office, Division, or Unit	Type	Resource Title	Purpose/Notes
Colorado School Safety Resource Center (CSSRC)	Training	Youth Mental Health First Aid Certification	The Colorado School Safety Resource Center in partnership with Mental Health First Aid Colorado, now offers Youth Mental Health First Aid as part of its trainings for Colorado schools and districts. There is no cost for this training, but you must attend the entire day in order to receive a certificate. Through our certification course, you\'ll become a certified Mental Health First Aider. We\'ll teach you how to respond to someone with a mental health challenge. You'll learn the signs, evidence-based actions and how to connect those in crisis to support systems that can help them recover. Mental Health First Aid is for everyone. The course has been tested, proven, and tailored to meet a range of unique perspectives and experiences.
Colorado School Safety Resource Center (CSSRC)	Training	Overview of School Suicide Prevention & Intervention Overview	The CSSRC has hosted these trainings at other sites across the state and would be more than happy to bring either or both of these trainings to your school or district at no cost. In the 2017 Healthy Kids Colorado Survey, 17% of Colorado high school students, and 18.8% of middle school students, reported that they had thought about killing themselves within the past 12 months. 13.1% of high school students also said they had thought about a suicide plan in the past year, along with 12.6% of middle school students. The number and rate of youth suicides in Colorado continue to rise. This workshop will present an overview of the essential elements for a school's comprehensive suicide strategy, including prevention, intervention, and postvention recommendations. Guidance from our 2018 best practices working group and sample tools will be shared. This training is provided by CSSRC's School Outreach Consultant.
CSSRC Advisory Board	Meeting	Advisory Board Meeting - February	February Meeting Notes
Department of Criminal Justice (DCJ)	Direct Service	SOMB - Sexual Offender Safety Plan	SOMB staff work with schools around school safety plans for youth who have committed sexual offenses who are in the school setting. We have a resource guide for schools that we are statutorily responsible for.

DEPARTMENT OF PUBLIC SAFETY

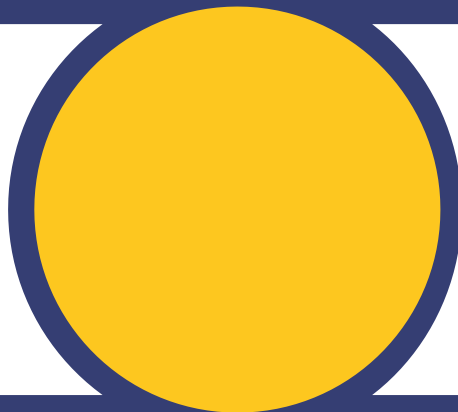| Office, Division, or Unit	Type	Resource Title	Purpose/Notes
Department of Criminal Justice (DCJ)	Resource	MMIR	Arron (MMIR) is working to bring to the Southern School Districts awareness, prevention regarding MMIR. Arron said work is in progress to set up a conference in the Fall, with the School districts in and around Durango, Ignacio, and Cortez.
Department of Criminal Justice (DCJ)	Other	Human Trafficking Education Task Force	This year the Human Trafficking Council decided on an education Task Force as one of their two task forces for the year. The focus is on training and awareness so the Task Force will create recommendations that are voted on by the Full Council in August with several action steps and any recommendations will appear in the annual report. In previous years, staff from HT have presented workshops to school staff on signs of human trafficking among students.
Department of Criminal Justice (DCJ)	Research	Juvenile Justice and Delinquency Prevention Council - Suspension-Expulsion Data Collection	Juvenile Justice and Delinquency Prevention Council Subcommittee is looking at Suspension/Expulsion of JJ system involved youth and the School to Prison Pipeline Included in that conversation is Disproportionate Rates of School Discipline. However, this work in more data based and not direct work with the schools.
Division of Fire Prevention & Control	Technical Assistance	Building & Fire Codes	DFPC is responsible for statewide adoption, administration and enforcement of building and fire codes. School safety is both a direct consideration and a secondary outcome of the code administration and enforcement.
Division of Fire Prevention & Control	Technical Assistance	Construction & Maintenance Oversight	DFPC's span of oversight includes public schools, institute charter schools and junior college buildings and structures across the state. The Division's scope includes the design and installation of any physical safety features constructed or installed in any facility over which they have oversight. This extends to the training and support of local officials conducting this oversight.
Division of Fire Prevention & Control	Technical Assistance	Emergency Response Policies & Procedures	Though oversight and direct support, DFPC ensures that all schools under their purview have developed, instituted and practice emergency response policies and procedures.

DEPARTMENT OF JUSTICE

Office, Division, or Unit	Type	Resource Title	Purpose/Notes
Department of Justice: Bureau of Justice Assistance	Grant	Preventing School Violence: STOP Grant	Funding to support and assist county, local, territorial, and tribal jurisdictions in improving efforts to reduce violent crime in and around schools.
Department of Justice	Grant	Enhancing School Capacity to Address Youth Violence	Funding to implement targeted efforts to address youth violence through implementing evidence-based prevention and intervention efforts in a school-based setting (K-12th grade only).
Department of Justice	Grant	School Violence Prevention Program	Provides awards directly to States, units of local government, or Indian tribes to improve security at schools and on school grounds in the jurisdiction of the grantee through evidence-based school safety programs and technology. Mostly, this project is focused on enhancing school security systems.
DHS Center for Prevention Programs and Partnerships		T4PA Center Grant	Supports local communities in their efforts to prevent targeted violence and terrorism by providing financial assistance to eligible applicants to develop sustainable, multidisciplinary targeted violence and terrorism prevention capabilities in local communities, to pilot innovative prevention approaches, and to identify prevention best practices that can be replicated in communities across the country.

DEPARTMENT OF EARLY CHILDHOOD

Type	Resource Title	Purpose/Notes
Resource	Early Childhood Mental Health Consultation	Colorado Early Childhood Mental Health Consultants are a part of a free program that helps parents and caregivers create nurturing environments and relationships that support mental health and well-being. The goal of the program is to help adults support children's social-emotional development and to identify early in a child's life any concerns that could lead to greater challenges in the future. Benefits of the ECMH Consultation program: • Fewer incidents of challenging behaviors • Reduced stress for parents • Improved school readiness for children • Increased resiliency for children • Stronger relationships between children and parents
Resource	Mental Health Starts Early	For children ages six and under to connect parents and caregivers to mental health resources. This new support line is free and connects parents and caregivers to either advice or to mental health resources in their area.