



**National Center
for School Safety**

ACRONYMS

BJA - Bureau of Justice Assistance, part of the DOJ

COPS - Office of Community Oriented Policing Services, part of the DOJ

DEI - Diversity, Equity, & Inclusion

DOJ - Department of Justice

NCSS - National Center for School Safety (also referred to as "us" or "we")

STOP - Students, Teachers, and Officers Preventing School Violence, a DOJ program

BACKGROUND

SURVEY

NCSS sent a survey link and invitation for participation to all **734** STOP grantees awarded in 2018, 2019, and 2020.

We received **240** completed surveys as of May 14, 2021.

Of all survey respondents, **57%** were from the 2018-2019 cohort, **4%** were from the 2019 (supplemental) cohort, and **39%** were from the 2020 cohort.

GRANT REVIEW

NCSS reviewed the **283** proposals that received STOP grant funding from the US DOJ in 2020.

About **57%** of the applications were from the Office of COPS, and **43%** were from the BJA.

2021 TRAINING NEEDS ASSESSMENT

Data compiled from 2018-2020 STOP grantee survey responses and NCSS review of 2020 STOP proposals.

PURPOSE

The Training Needs Assessment is a tool that allows NCSS to better understand STOP grantee experiences implementing school safety strategies, their specific training needs, evidence-based practice implementation, and COVID-19 influences on school safety activities. Through the survey results, we were equipped to identify and address needs and provide effective training and technical assistance to grantees in 2021-2022.

STATS



44% SERVED RURAL AREAS *

20% served primarily urban areas, 17% suburban, and 14% served two or more region types.



69% WERE SCHOOL DISTRICTS *

13% of organizations funded were government agencies, 8% were law enforcement agencies, and 9% were other organization types.



70% SERVED ALL OF K-12 *

Projects were less likely to serve only elementary and middle school students or more narrow ranges of grade levels.



57% PLANNED DEI STRATEGIES **

Compared to the 2018-2019 cohort, a smaller proportion of 2020 STOP grantees planned on addressing DEI in their school safety activities. Additionally, a larger proportion of BJA grantees planned to address DEI in their school safety practices compared to COPS grantees.



58% CHANGED PLANS DUE TO COVID **

Respondents indicated health and safety protocols related to COVID-19 had become more of a priority than other safety protocols.

* Denotes information from the Grant Review (2020 funded proposals)

** Denotes information from the Survey (2018-2020 grantee responses)

THEMES & RESULTS

COLLABORATION & CAPACITY-BUILDING

1

NEEDS

STOP grantees indicated the need for strategies to facilitate collaboration among school safety communities and promote interprofessional coordination. They also indicated training needs for capacity building and comprehensive school safety planning. NCSS recognized a need to facilitate collaboration among stakeholders and capacity-building among grantees, regardless of focused school safety strategies.

FINDINGS

Law enforcement agencies were the most common partner for STOP grantee projects (60% of grants reviewed), followed by school districts (44% of grants reviewed). Schools and school districts were more likely to partner with law enforcement agencies and mental health agencies, while law enforcement agencies were more likely to partner with school districts than with mental health agencies.

RESPONSES

NCSS planned virtual workshops in cross-disciplinary tabletop exercises and stakeholder engagement. We also created self-paced trainings to support these topics. Additionally, we focused on a training plan that emphasized taking a more comprehensive approach to enhancing school safety by facilitating multidisciplinary collaboration and coordination.

SCHOOL SAFETY STRATEGY TRAINING

2

NEEDS

STOP grantees highlighted specific training needs for the following school safety strategies:

- Building and Campus Security
- Coordination with First Responders
- School Climate Interventions
- Threat Assessment

FINDINGS

The four strategies identified above were among the most commonly implemented by STOP grantees. Survey respondents were asked to elaborate on their specific training needs by the school safety strategies they indicated implementing.

RESPONSES

To address these needs, NCSS planned several trainings, such as a self-paced training and webinar on lockdown drills, a webinar addressing suicide prevention, a workshop on engaging school safety networks, a learning community around climate specialists and restorative practices, a threat assessment toolkit and training, and a self-paced training on effective communication for emergency preparedness and response.

PERSONALIZED TECHNICAL ASSISTANCE

3

NEEDS

STOP grantees experienced unique challenges and barriers around specific school safety strategies, which suggested a need to prioritize technical assistance to better understand and address these.

FINDINGS

STOP grantees were located in various regional and geographic areas and were implementing a variety of school safety strategies.

RESPONSES

To best serve individual needs of STOP grantees, NCSS increased Technical Assistance (TA) team support by adding team members and building out resources and processes to connect with and respond to grantees. TA Specialists used information extracted from each grant review to understand STOP grantees and tailor meetings based on size, scope, and planned project strategies.

2021-2022 RESOURCES & TRAININGS

[First Steps for Engaging Your School Safety Network Workshop](#)

[Trauma-Informed, Resilience-Oriented \(TR\) Schools Toolkit - Sections 0, 1, & 7](#)

[TR Leadership and Crisis Navigation Self-paced Training](#)

[TR Classrooms Self-Paced Training](#)

[Lockdown Drills Self-Paced Training](#)

[School Resource Officer \(SRO\) Series - \[Video 1\]\(#\), \[Video 2\]\(#\), \[Video 3\]\(#\), \[Video 4\]\(#\), \[Video 5\]\(#\)](#)

[What it Means to Be a School Leader Podcast Series - \[Episode 1\]\(#\), \[Episode 2\]\(#\), \[Episode 3\]\(#\)](#)

[Monthly TA Grantee Hours \(information sent directly to STOP grantees\)](#)

[STOP TTA Quarterly Meetings - \[October 2021\]\(#\), \[March 2022\]\(#\)](#)

[Highlights PDFs \(ex: \[What is School Safety Podcast\]\(#\)\)](#)

RESOURCES & TRAININGS - IN PROGRESS

[Threat Assessment Toolkit](#)

[SRO Series - \[Video 6\]\(#\)](#)

[School and Law Enforcement Partnerships Learning Community](#)

[TR Schools Toolkit - Sections 2-6](#)

[Physical Security Considerations/ Deterrent Measures written resource](#)

[Lockdown Drills Webinar](#)

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