2021 TRAINING NEEDS ASSESSMENT

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

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

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

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

FUNDING DISCLAIMER This project was supported by Cooperative Agreement No. 2019-YS-BX-K001 awarded by the Bureau of Justice Assistance. The Bureau of Justice Assistance is a component of the U.S. Department of Justice's Office of Justice Programs, which also includes the Bureau of Justice Statistics, the National Institute of Justice, the Office of Juvenile Justice and Delinquency Prevention, the Office for Victims of Crime, and the Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking. Points of view or opinions in this document are those of the author and do not necessarily represent the official position or policies of the U.S. Department of Justice.