



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 **856** STOP grantees awarded in 2018, 2019, 2020, and 2021.

We received **229** completed surveys as of May 16, 2022.

Of all survey respondents, **36%** were from the 2018-2019 cohort, **34%** were from the 2020 cohort, and **30%** were from the 2021 cohort.

GRANT REVIEW

NCSS reviewed the **218** proposals that received STOP grant funding from the US DOJ in 2021.

About **66%** of the applications were from the Office of COPS, and **34%** were from the BJA.

2022 TRAINING NEEDS ASSESSMENT

Data compiled from 2018-2021 STOP grantee survey responses and NCSS review of 2021 STOP proposals.

PURPOSE

The Training Needs Assessment is a process 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 these results, we were equipped to identify and address needs and provide effective training and technical assistance to grantees in 2021-2022.

STATS

31% SERVED PRIMARILY RURAL AREAS *

18% served primarily urban areas, 11% suburban, and 41% served two or more region types.

59% WERE LOCAL SCHOOL DISTRICTS *

12% of organizations funded were multiple K-12 schools, 7% were nonprofits, and 3% were local law enforcement agencies.

52% SERVED ALL OF K-12 *

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

65% PLANNED DEI STRATEGIES **

Compared with grantees surveyed the prior year, an increased percentage of BJA and COPS grantees plan to address DEI concerns in their school safety practices.

58% EXPERIENCED TURNOVER/SHORTAGES **

92% of those experiencing turnover/shortages reported moderate to extreme severity of impact to their capacity to implement school safety strategies.

* Denotes information from the Grant Review (2021 funded proposals)
** Denotes information from the Survey (2018-2021 grantee responses)

THEMES & RESULTS

The following themes were seen in the [2021 Training Needs Assessment](#) and continue to be indicated in the 2022 Training Needs Assessment, with slight variations.

SCHOOL SAFETY STRATEGY-SPECIFIC TRAININGS

1

NEEDS

STOP grantees highlighted the need for trainings and case study examples specific to the school safety strategies implemented in their project. Grantees also indicated a need for additional opportunities to engage in peer-to-peer learning to help improve program implementation, performance, and sustainability.

FINDINGS

The top three school safety strategies implemented by survey respondents were: coordination with first responders, school climate interventions, and - new this year - mental health services.

RESPONSES

The NCCSS continues to create strategy-specific trainings and resources for various levels of expertise, to best meet STOP grantee needs. Our trainings and resources can be viewed by [topic area](#) (e.g. mental health, school climate, etc.) on our website, nc2s.org.

PERSONALIZED TECHNICAL ASSISTANCE

2

NEEDS

STOP grantees continue to experience unique challenges around implementing specific school safety strategies. This indicates a need for customized technical assistance and proactive outreach.

FINDINGS

STOP grantees reported three key implementation challenges: impact from the COVID-19 pandemic, competing priorities, and insufficient funding. Additionally, newer grantees reported less familiarity with or use of evidence-based practices.

RESPONSES

The NCCSS continues to build out resources and processes to anticipate and respond to STOP grantee needs. We will expand our ability to tailor TA outreach and offerings based on the school safety strategies implemented (with increased specificity), the phase of the project, and other grantee-specific factors. We will also continue to provide outreach to new grantees as early as possible to assist with identifying and implementing evidence-based practices. Grantees can access our TA services and frequent resources via our website, nc2s.org.



New Theme

The following theme was newly highlighted in the 2022 Training Needs Assessment.

STAFF SUPPORT & RETENTION

3

NEEDS

STOP grantees indicated a need for staff support and retention services, including resources to help manage staff shortages, turnover, and program sustainability.

FINDINGS

The COVID-19 pandemic exacerbated pre-existing staff and resource shortages. 58% of STOP grantees reported their organization being impacted by staff shortages/turnover during the past academic year. 92% of those reported moderate to extreme severity of impact to their capacity to implement school strategies. Top strategies that helped grantees mitigate staff shortages/turnover included: 1) financial incentives, 2) wellness programs, and 3) mental health services.

RESPONSES

The NCSS will expand resources and peer learning opportunities that help grantees manage staff shortages/turnover and enhance program sustainability. We will create products and resources of various modalities to help grantees understand and address the most urgent and widely experienced needs and implementation barriers.

Questions? Email schoolsafety@umich.edu

For additional resources and trainings, visit nc2s.org

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