Students, Teachers, and Officers Preventing (STOP) School Violence Program: Who Can Apply, What's Fundable, and How to Be Competitive

Webinar Transcript • September 15, 2026

Presented by Ashley Schultz and Sandy Trowbridge, Grants Office, LLC

Welcome and Introductions

Ashley Schultz:

Hello everyone, and welcome to our event. My name is Ashley Schultz, Manager of Community Engagement here at Grants Office, and today we're going to be discussing the U.S. Department of Justice's Students, Teachers, and Officers Preventing School Violence Program, or the STOP School Violence Program, which will offer more than $80 million this year to allow K-12 districts across the country to recognize and, ideally, prevent acts of violence on their campuses. We're doing this event here today because, first and foremost, the STOP School Violence Program is a pretty complicated grant. Even though it's been around for a few years, there are still a lot of questions surrounding this program and also how it differs from its sister program, the School Violence Prevention Program, or SVPP. So for us here at Grants Office, it's really worth spending some time to talk through the intricacy of this program.

The other reason we're spending time on this program today, this one singular grant, is that if you're listening to us here live today, the STOP School Violence applications are going to be opening sometime here in the fall season. And in the grantseeking world, four weeks, six weeks, eight weeks is simultaneously a long time and also not a long time. So we wanted to dedicate our webinar here today to those folks who are returning to the new school year and find themselves considering a STOP School Violence application for their program, for their school.

I'm joined today by Sandy Trowbridge, who is a grants development consultant on our education team. Sandy is absolutely no stranger to grant applications for K-12 school safety initiatives. I think she and her colleagues on the education team are still catching up on sleep from the chaos that was the SVPP submission season last month. But if you have worked with our team and have needed help getting across the finish line on any particular education, nonprofit, or community service–related project, Sandy was probably the person who helped you get there. She has worked with dozens of organizations just like yourself who are out there searching through Grants.gov or searching through the Department of Education's websites for grants, trying to keep track of state and local public funding opportunities,

polishing up grant proposals, et cetera. So Sandy just has this wealth of information and expertise on not only school safety funding but also grants in general, and I think you're going to learn a lot from her here today.

So here's a quick run-through of our agenda. Once I pass things over to Sandy, she's going to run through the basics of the STOP School Violence Program. What is it? What will it help you pay for? Who can go after it? We want to make sure, before we dive into the nitty-gritty details of this application, that this grant is really right for you. After we've cleared those hurdles, Sandy's going to tackle how to prepare a competitive proposal. So she'll talk about things like core application components and requirements, and then how to have a clear and concise way that you know you're going to move forward with each. We'll also include a quick overview of some additional services from Grants Office — things that we can provide you on this grant program, whether you need to have someone come and actually write it for you or just review a draft of your proposal. We'll talk about that here in a few minutes.

We will also have some time for Q&A at the very end, so please drop all the questions that you may have in the bottom right-hand corner of your screen — there's a box down there — and we'll talk about them at the end. So with that, I'm going to pass things over to the very capable hands of Sandy to get us started. Sandy, take it away.

Understanding the STOP School Violence Program

Origins and Program Basics

Sandy Trowbridge:

Thank you, Ashley. So this grant program was created by the Students, Teachers, and Officers Preventing School Violence Act of 2018, commonly referred to as the STOP School Violence Act. This Act was Congress's direct response to the massacre at Marjory Stoneman Douglas High School in Parkland, Florida, in 2018, and at its core, the STOP School Violence Program is focused on equipping K-12 students, teachers, and staff with the tools to recognize, respond quickly to, and prevent acts of violence. So last cycle, in fiscal year 2024, the program made $83 million available in total funding, with individual awards up to $2 million under Category 1 and up to $1 million under Category 2, for a 36-month project period with no cost match requirement.

So Category 1 is open to state governments, including public and state-controlled institutes of higher education, while Category 2 is open to localities, tribal governments, nonprofits, school districts, and private institutes of higher education. Last round anticipated about ten awards under Category 1 and 69 awards under Category 2. As for timing, applications are anticipated to open this fall with a two-part

submission process, first through Grants.gov and then through JustGrants. Last year's cycle opened September 18 with a November 10 JustGrants deadline, which was a pretty tight window just given the scope and scale of this application and the various partnerships involved. So if this year follows a similar pattern, it is worth getting ahead of now rather than waiting for the official announcement.

The Three Program Objectives

So as David Adams, the Bureau of Justice Assistance's senior policy advisor for the STOP School Violence Program, notes, the idea behind STOP is to be able to train students and staff to be able to recognize the signs that someone is in a crisis — because maybe they are being bullied, or perhaps something is going on at home, or something that we're not aware of — and then prevent an act of violence.

So this is to be accomplished via three specific program objectives. You may choose to touch on one or more of these areas in your project design. The first objective is to train school personnel and educate students on preventing student violence against others and themselves. So this can include anti-bullying training and/or specialized training for school officials and law enforcement to respond to mental health crises. One STOP grantee's bullying prevention curriculum ultimately reached 48 schools, touched over 25,000 students, and trained over 1,600 teachers across their state, just to illustrate what this objective can scale to over a multi-year grant of this size.

The second program objective is to increase school safety by developing and implementing threat assessment and/or intervention teams to identify school violence risks and then implement strategies to mitigate those risks. So these teams can include administrators, mental health professionals like counselors or psychologists, and law enforcement, focusing on the specific behaviors in context of a threat. And the third program objective is to implement a technology solution, such as an anonymous reporting technology that can be implemented as a smartphone app, a hotline, or a website in your geographic area, or implement other technology solutions that will improve school safety. The idea is to provide a way for students, teachers, faculty, and community members to be able to anonymously identify school violence threats.

Eligible Uses

Each of these three objectives is in direct alignment, as you would expect, with the associated eligible costs. So as detailed on this slide, we see that this program will fund training for local law enforcement, school personnel, and students, as well as anonymous reporting systems, threat assessment teams, other specialized training, and any other measure that the Bureau of Justice Assistance Director believes may provide significant improvement in training, threat assessments, and violence prevention. So there is that other bucket there, the key really being that anything you propose under STOP be aligned with one of the three program objectives detailed on the previous slide.

Case Study: STOP Funding in Action in Montgomery County, PA

I always find it helpful to review awarded projects to get a sense of what this looks like in practice. This example is with regards to a STOP award made to Montgomery County's Department of Health and Human Services. They used STOP funding to bring a social-emotional learning curriculum called Second Step into grades K–5 across eight of their 21 school districts, ultimately scaling to reach about 15,000 students. So Second Step teaches things like self-awareness, self-management, decision-making, relationship skills, and social awareness to really help students manage stress before it turns into conflict. Second Step is backed by a National Institute of Justice study showing it reduces physical aggression in middle school students within a one-year period.

So this is a good example of what training and education can look like in practice under STOP. It's not just active shooter drills or lockdown procedures. Prevention can mean building emotional and social skills in kids long before a crisis point has ever been reached. And this example further highlights the importance of building any STOP project on solid evidence. This is a requirement of the program, so you will want to keep that in mind as you start to build out your project plan.

What STOP Does Not Fund

So now that we know what this program funds, it's also important to acknowledge what it will not fund. STOP grant funds cannot be used for the purchase of target hardening equipment such as cameras, security systems, fencing, locks, and similar. In addition, STOP funds cannot be used to hire armed security officers or school resource officers. But the good news is that there are other federal grant opportunities that cover these needs. So applicants interested in funding for target hardening equipment should see the Office of Community Oriented Policing Services, or COPS, School Violence Prevention Program, known as SVPP. This one just had a deadline in early August, but it is also an annual program that we anticipate coming around again next year. Applicants interested in hiring new school resource officers should see the COPS Hiring Program. Similar to SVPP, this is also an annual program that had a deadline in late July, so be on the lookout for that one on a similar time frame next year as well.

Don't Confuse STOP with SVPP

Before we go further, let's pause to acknowledge a common point of confusion, namely the difference between the STOP School Violence Program and the School Violence Prevention Program, or SVPP, that I just referenced on the prior slide. The names are similar, so they are often confused, but they are separate competitions with separate applications, and they cannot fund the same things. Both trace back to the 2018 STOP School Violence Act. STOP comes from the Department of Justice's, or DOJ's, Bureau of Justice Assistance, or BJA, and funds training, threat assessment teams, and reporting

technology with no cost share required. SVPP comes from the DOJ's COPS Office and funds physical security like cameras, door access control, and lighting, with a 25% cost match requirement.

STOP gives out larger awards per recipient, in the $1 to $2 million range, across roughly 79 total awards, while SVPP spreads funding across about 200 small awards up to $500,000 each. STOP allows private schools and nonprofits to apply directly, while SVPP explicitly excludes private schools and nonprofits as primary applicants. So you can apply to both, just not for the same costs or the same project. So you could choose to apply to SVPP to address physical security gaps such as security camera coverage and door access control, for example, and then apply to STOP to implement an anonymous reporting system in your area. It's two totally separate and unique project scopes, but ultimately with that shared goal of improving the safety and security of your school sites. Both programs, though, are strictly K-12 focused; neither covers higher education.

Evaluating if STOP is right for you

Five Questions to Ask Yourself

So now that you have a better sense of what the STOP School Violence Program does and does not cover, let's now consider if it's right for you and your projects. I'd suggest simply asking yourself five questions across the topics of eligibility, allowability, evidence, partnerships, and compliance to really land on whether this opportunity is worth you digging into further. And we'll explore each of these questions in more detail in the coming slides.

Eligibility: Are We Eligible, and Under Which Category?

So first, are you eligible to apply, and under which category? With that confirmation out of the way, you can then be confident investing more time in planning. So as touched on earlier, this opportunity breaks eligibility into two separate categories. Category 1 covers state governments and public and state-controlled institutes of higher education. Category 2 covers units of local government, tribal governments, school districts — both public and private — private institutes of higher education, and nonprofits.

You may only submit one application under one category as the lead applicant, but you may be proposed as a subrecipient in more than one application. Just something to consider as you work with your partners to decide who is best positioned to serve as your lead applicant. One other thing to keep in mind is that the funder encourages entities that have not previously received funding to apply, as well as convening or governing bodies that can apply on behalf of one or more entities.

Allowability: Do Our Activities Align with the Program Objectives?

Next, do your anticipated project activities align with one or more of the three program objectives, and do they fit within the allowable use of funds? These are the same three objectives we covered earlier. The real gut check is just whether your activities align clearly with one or more of them. Note that if you are planning to propose an anonymous reporting system and one already exists in your jurisdiction or state, you will need to be prepared to explain how yours complements rather than duplicates the existing system.

Evidence: Local Data to Prove Need and an Evidence Base to Justify the Approach

Next, do you have the data to prove need and the evidence to justify your approach? With regards to data, note that applications relying solely on national or generalized statistics will not meet the requirements, so ensure that you will be able to access specific, current, local data to demonstrate the necessity of the project from your target schools or school districts. So this will require close collaboration with school principals and administrators to consider now whether or not you will be able to realistically access this local data to build out your STOP application. For example, one past STOP grantee's first step was meeting directly with the school's principal and administrative staff to ask what gaps they were actually seeing in practice, covering things like gang involvement, bullying, or partner violence, and then building out their project based on this local data.

In addition, note that your project must be built on evidence-based strategies and programs, such as those identified by the National Institute of Justice's Comprehensive School Safety Initiative. Specifically, the STOP School Violence Act requires that any funded programs, practices, technologies, or equipment demonstrate a statistically significant effect on outcomes, backed by specific tiers of evidence. So just consider whether you already have specific evidence sources in mind, since you'll need to base your project on them and highlight them throughout your proposal. And if not, work to start identifying them now. When doing so, feel free to refer to the National Institute of Justice's Comprehensive School Safety Initiative that we've linked to on the slide for some inspiration.

Partnerships: Do We Have the Support Lined Up?

Next, do you have the needed partnerships and support lined up? There is no defined minimum or maximum partnership requirement per the Notice of Funding Opportunity, or NOFO. The scope and scale of the project, though, is really not one that a single entity could tackle alone, so partnerships in one form or another will just inherently be required in order to successfully implement a STOP project. Project partners may vary quite a bit depending on which program objective or objectives you choose to address. For example, if you're proposing behavioral threat assessment or intervention teams, those

teams need to be multidisciplinary and will need to coordinate with law enforcement, behavioral health specialists, community stakeholders, and school personnel.

For example, a behavioral health threat assessment team might include a school counselor, an assistant principal, a school resource officer, maybe a local mental health provider, all meeting on a regular cadence to review any flagged concerns and decide on next steps. Similarly, the notice of funding opportunity notes that collaboration with law enforcement is critical to the success of projects pertaining to activities like anonymous reporting systems and behavioral threat assessments, so if you plan to address either of those objectives, including local law enforcement as one of your named partners will be key as well.

In looking at past STOP grantees for partnership inspiration, definitely don't be afraid to think outside of the box. For example, one grantee partnered with a local university's athletic team, whose student athletes volunteered as bus dismissal safety monitors at a partner high school. Another grantee structured its multidisciplinary team into two tiers: they had a school site team for day-to-day cases and then a broader community-level team pulling in law enforcement, behavioral health, and school district representatives for more complex cases. One other grantee's model paired teacher training on identifying behavioral red flags with an intervention process led by a multidisciplinary team, plus trauma-informed practices and bullying prevention all layered on top.

So your partnerships can really take all forms, as long as they are in service of one or more of the STOP program's three program objectives. You will just need to demonstrate, right in your application's project narrative or with attached letters of intent or memorandums of understanding, or MOUs, the specific support to be provided by each named partner. So just consider up front whether or not this level of collaboration feels achievable for your organization and how you would go about documenting these partnerships.

So a letter of intent indicates the organization's intention to partner, but the details of the commitment may not have been fully worked out and officially agreed to yet. An MOU takes it one step further and is a formalized commitment of staff and/or resources that is signed by authorized representatives of both partner organizations. So: good if you can clearly describe throughout your project narrative what your various partnerships will look like; better if you can document this via formal signed letters of intent; and really best if you can take it all the way to a full memorandum of understanding that shows that you have the full formal commitment of your partners and have fully thought through various roles and responsibilities and commitments, just further building confidence in the eyes of the funder that you and your partners collectively have what it takes to successfully implement your proposed projects.

Compliance: Are We Prepared for the Post-Award Burden?

And then finally, think through whether or not you are prepared for the compliance and administrative burden after the award. Expect quarterly financial reports, semi-annual performance reports, and a final report, all as detailed in the notice of funding opportunity. The Office of Justice Programs, or OJP, has published a specific performance measures document for STOP, so refer to that and confirm your organization can realistically collect and report on that data before you commit to applying. There are a whole host of other compliance measures that you will need to adhere to if awarded, each of which is detailed within the notice of funding opportunity, so we definitely suggest checking those out in more detail. Ultimately, when deciding whether to apply, just be honest with yourself about whether your organization is prepared to successfully meet these requirements. Ideally, you'll build all of these considerations into your project plan now so you're ready to sustain them throughout the award period.

Preparing a competitive STOP proposal

Okay, so by now you should have a good sense of whether you're eligible for the STOP School Violence Program, whether this program aligns with your project needs, and whether your organization is well positioned to pursue it. So what do you need to know now as you move toward compiling a competitive proposal?

Scoring: The Peer Review Criteria

I like to start with the scoring criteria, since it shows exactly what matters most to the funder. The STOP program's review criteria break into seven buckets, listed here by weight. Statement of the problem is worth 20%, based on your description of the issue's existence, size, and impact, using specific local data, not general statistics, as we covered earlier. Project design and implementation is also 20%, scored on how sound your project plan is and how well your activities align with your stated goals. Capabilities and competencies is another 20%. This considers your track record, team experience, and partnership history.

Budget is 15%, scored on completeness and cost-effectiveness. Project goals and objectives is 10%, based on how well you connect your project to your identified need and the overall purpose of the funding opportunity. Sustainability is another 10%, scored on your plan to continue the project after the grant funding ends. You will want to point to concrete state, local, or private sources, not assumed future grants. And performance measure data planning rounds out the last 5%, based on the quality of your plan to collect the data that you'll be asked to report on.

Required Application Components

Okay, now that you know what you'll be scored on, let's look at where you will have the opportunity to actually make your case. Every application starts in Grants.gov with the SF-424, just a short form collecting your entity's name, address, and Unique Entity Identifier, or UEI, number, among other basic details. From there, everything moves to JustGrants. There you'll start with the proposal abstract, so that's just a 2,000-character summary of your project. We recommend drafting this last, after the other pieces are all in place. Next is the proposal narrative, really the core of your application, capped at 15 pages, though you can include things like timelines and resumes as separate attachments without counting against that limit. So this must cover six required sections: description of the need, goals and objectives, design and implementation, capabilities and competencies, your performance measure data collection plan, and your sustainability plan.

If you're seeking priority consideration, this is also where you'll name which priority goal or goals your project advances. Last competition, an existing or planned behavioral threat assessment team was one such priority, alongside things like supporting law enforcement operations, combating violent crime, or protecting children. Just refer closely to the notice of funding opportunity itself once released for this coming competition, since these priorities can shift year to year. The web-based budget detail form breaks down exactly how grant funds will be allocated. Each cost needs a clear name, description, and calculation, like cost per unit times number of units. Use the narrative field to really explain anything that needs more context, including how a cost connects to your goals or funded priorities.

For every named partner, you'll also need one of the three documentation types we discussed earlier: an MOU, a letter of intent, or narrative language confirming the partner's agreement to participate. A few additional components round out the application: a financial management questionnaire, agency funding priorities inventory, resumes for your key personnel, a quarterly activity and milestone timeline, and standard disclosures and assurances. So if this sounds like a lot, that's because it is. This is a large, partnership-heavy application. The good news is that we're here to help, whether that's writing your application with you or providing a round or two of review on your draft materials. Ashley will go into those support options in more detail shortly, but I just wanted to flag that now in case the scope and scale of this is starting to feel like a lot. We are absolutely here to help if that's of interest to your organization.

Lessons from the Field: What Grantees Say Works

So as I mentioned earlier, I love learning from past awards, and luckily for us, the National Center for School Safety recently hosted a panel of STOP grantees sharing lessons learned from their project implementation. The lessons on this slide are all distilled from that discussion. First, lean on existing relationships. Don't build a coalition from zero; instead, start with your closest professional network and

let credibility spread from there. Panelists were clear that school leadership is the real gatekeeper here, and principals decide who gets access. So building rapport with school administration is a prerequisite for program success. So when planning your project, identify your existing relationships first and budget time to earn principal buy-in before assuming access.

Second, build local capacity rather than outsourcing it. Rather than relying on outside consultants for every complex case, panelists also recommended intentionally training local school and community mental health providers to build in-house expertise, reducing reliance on scarce specialists and creating a more self-sustaining system. One grantee formalized this by creating an internal consultation team within the county's behavioral health system, so trained therapists had a peer resource to consult before escalating a concern.

Third, plan for the long game. Panelists cautioned that expertise alone isn't enough and that sustainability planning also needs a clear institutional owner, not just an individual. So panelists noted that programs depending on one person or contractor were at real risk once the grant ended, and that long-term success required an accountable office or agency to formally take ownership before funding stopped. So when writing your sustainability plan, name a specific institutional owner, not just a job title tied to grant funding.

Fourth, start partnership building early. Panelists agreed that multidisciplinary, cross-agency teams require genuine integration. Awardees emphasized that breaking down information silos between school districts, law enforcement, and behavioral health, formalized through signed MOUs, was so important, and panelists described getting legal counsel and multiple agencies to agree to share information as being the hardest and slowest part of the process. So when building your team, start the information sharing and MOU process early, as it often takes longer than expected.

Quick Takeaways from the FY24 STOP Awards

All right, let's lean on lessons learned from past awards just one more time before wrapping up, this time from a review of the most recently posted list of STOP awards from fiscal year 2024. There were 79 awards totaling about $83 million, and reviewing that list surfaced some interesting patterns. First, don't be afraid to ask for the maximum award under your category: 77% of all fiscal year 2024 awards across both categories landed within 5% of their ceiling, so a well-scoped proposal is likely to get funded at or near the maximum. That said, the funder has cautioned that applicants can propose a budget below the ceiling and that the budget should be reasonable for the project and realistic for the applicant themselves to manage. So the smallest fiscal year 2024 award, just for context, was $166,000, awarded to a county board of education. So just be sure to propose a budget aligned with your actual project needs and your capacity to manage it, but definitely don't be afraid to dream big.

Second, size and location shouldn't hold you back from applying. Small and rural districts won awards right alongside major metros, and funding reached 41 states. And third, think carefully about who leads your application. If you're a state government considering Category 1, for example, know that of the nine Category 1 awards in fiscal year 2024, eight went to public universities and one went directly to a state agency. So in practice, we've seen states often lead their Category 1 application through a public university system rather than a state agency directly.

And rounding out just the full picture of awardees: school districts led the pack with 34 awards in fiscal year 2024, followed by nonprofits with 21; universities with ten, eight going to public and two going to private; counties and local government with eight; regional education agencies with four; a state government agency with one; and a charter school with one. Again, just a good reminder that this program funds a genuinely wide range of organizational structures, so don't rule yourself out just because you don't fit the typical applicant mold. If you meet the eligibility requirements and have solid partnerships in place, you can be competitive under this program.

Free STOP School Violence Application Workbook

All right, so at this point, we've covered what STOP does and does not fund, who can apply, and how to build a competitive proposal. Let's just close this section with what you can do right now to prepare for an anticipated fall release, and that is to download and complete our free STOP School Violence Program application workbook. This workbook walks you through collecting the account details you'll need for submission, building out your goals, objectives, and project activities, outlining key partnerships, planning your major budget items, and brainstorming your narrative content. And as noted earlier, application windows aren't always generous, so the more that you can do now to prepare in advance of the notice of funding opportunity's release, the better. I'll now hand it over to Ashley to talk through how you can best engage with Grants Office services. Ashley, take it away.

Engaging with Grants Office services

Ashley Schultz:

Thank you so much, Sandy, for all that really excellent information. I'll just give you a few seconds to grab a glass of water before we start our Q&A session. We already have multiple questions in our Q&A, but I will just say that if you have any other questions, please look to that bottom right-hand corner of your screen to drop them in.

Guidance for Grantseekers Online Library

First and foremost, if you want some more guidance on the process of finding and applying for grants, I'll put your attention towards the Grants Office website, where we have two decades of grants content

waiting to be read and watched and enjoyed. Our Guidance for Grantseekers page is my very favorite. It has a series of videos that take you through the entire application process, from finding the right grant to building your team to polishing off that draft before you even click submit. You'll also hear Sandy's voice in there a couple of times, and a couple of articles as well. Everything on that site is totally free and, similar to what I just said about Sandy, powered by the folks here at Grants Office.

Grant Writing and Editing Services

I will also call your attention to Grants Office's paid grant writing and editing services. Our team here has a more than 25-year reputation across both the U.S. and Canada in proposal development work. We help organizations just like yourself to plan out and then articulate their projects in a way that's going to speak to the funder's goals and objectives. So if you followed along with today's session and you do plan to apply to the STOP School Violence Program, but you think you're going to need some assistance to get you across that finish line, please reach out. We offer full proposal development and writing, so what that means for STOP is that you come to us with a general overview of your project and your budget, and we get you in touch with a grant writer who can translate all those ideas into a competitive narrative that you can then go ahead and submit to the Department of Justice. If you're already writing the proposal and you're going to do that in-house, but you just want an extra set of eyes on your draft — maybe make sure that you've dotted all your i's and crossed all your t's — we also offer proposal editing services at 25% of the full cost of writing.

So essentially, what that looks like is you come, again, interested in our support, and contact us at grantwriting@grantsoffice.com. You'll want to come to that email having already read and worked through a lot of the questions in that workbook that Sandy mentioned earlier. You don't need to have full sentences or beautiful prose for all of your prompts, but we do ask that you've given some general thoughts to the larger components of your proposal. From there, you'll meet with Sandy or another member of our team to discuss your project goals and your development needs. If you contract with us for writing, we'll get you connected to that writer, and they'll put pen to paper on your behalf. We try to give you at least two opportunities to review those drafts and provide feedback, to make sure we've really captured your organization's goals and your mission correctly. And as you work towards that deadline, we give you all the application materials at the end so that you can upload them directly into those portals that Sandy mentioned and then click submit. So again, if this is something that you're interested in, please contact us at grantwriting@grantsoffice.com to get started.

Other Grants Office Services

And if you followed along with today's event and you're still not quite sure what grant pathway is best for you, I will also call your attention to other Grants Office services that are available. We have a research and consultation service that allows you to sit down with a consultant, discuss your upcoming

projects, and then be provided with a list of state, federal, and foundation grants that would best support those initiatives. We also have a project building service that again allows you to sit down with a consultant like Sandy and build out a competitive application to the state or foundation grant of your choosing. And then last but certainly not least, we have our subscription service, Grants Office Communities, which gives you access to our database of more than 26,000 state, federal, and foundation grants, so that you can go do that research and that project building all on your own inside a platform that was designed for and by the grants people here at Grants Office. Grants Office Communities always offers a free two-week trial, so if you haven't gone over to check that out yet, I definitely encourage you to do so.

Today's Event Resources

After today's session, the full webinar recording will be available at the same exact website where you registered for today's event. You'll also see the presentation slides, a transcript of today's event, and also that application workbook that Sandy mentioned — all free, available for you to access, available for you to share with your peers.

Q&A Session

So with that, I'll hop over to the Q&A. Again, if you have questions that come up, look to the bottom right-hand corner of our chat.

Audience Questions

Q1: Have the fiscal year 2025 STOP awards been announced yet?

Ashley Schultz:

I do want to call out — I'm going to jump around here a little bit, Sandy — I want to first call out a question that we received from an audience member about the 2025 STOP grant applications and the fact that they have yet to be announced or awarded by the Bureau of Justice Assistance. Thank you for calling that out. That is definitely something for the folks here on the call to be aware of. Notably, across the 2025 solicitations — so things that happened last year through the Bureau of Justice Assistance — we have seen few, if any, competitive awards announced by the BJA. Now, funding is flowing through the COPS Office for SVPP, through other organizations that grant underneath the Department of Justice, but the BJA, the Bureau of Justice Assistance, where the STOP grants sit, has, again, released few, if any, competitive awards. A couple slides ago, Sandy showed an OJP award tracker. It's essentially a database from the government that shows awards. We're going to drop that here in the chat for you to continue watching and checking in on, and you can see the status of those STOP grants when they do come.

For folks like the person who asked the question, if you are an existing applicant and you're still waiting to hear if your 2025 solicitation was accepted or denied, keep contacting them. Keep asking; be the squeaky wheel there. Grants Office ourselves, we also frequently reach out to the BJA and our contacts at the Department of Justice, just to make sure that everybody's continuing to ask where those dollars are going. Once the 2026 program is announced or is opened, apply again if you haven't yet heard. For those new applicants in the room who are again considering the STOP School Violence Program, just consider your timeline carefully; know that it may be extended due to some paperwork or some bureaucracy in there. And Sandy, I'll pause there and ask if you have anything to add, and then we'll also jump into the other questions.

Sandy Trowbridge:

Nothing to add. You covered it perfectly, Ashley.

Q2: We are a private school. Do we apply as a school district or as a nonprofit?

Ashley Schultz:

Perfect. So, next question for you, Sandy: We are a private school. Do we apply as a school district or as a nonprofit?

Sandy Trowbridge:

You would want to apply as a nonprofit. The notice of funding opportunity is helpful in drawing the distinctions: private K-12 schools, including private charter schools, should apply as nonprofits, and then any public charter schools would apply as independent school districts.

Q3: Can two organizations apply together as co-applicants?

Ashley Schultz:

Perfect. Another eligibility question for you here — I think this came in on your eligibility slide. Can two organizations apply together as co-applicants? It sounds like this is a school district and a nonprofit. How would they go about applying as a joint unit?

Sandy Trowbridge:

Only one entity can be the lead applicant, so if multiple organizations are planning to carry out the award together, one would serve as the lead applicant and all others would have to be proposed as subrecipients, not as co-applicants, under STOP. So the application itself only has one owner, and then the partners' roles and commitments would still get documented through MOUs that you would upload along with the application itself.

Q4: How do we know whether a partner needs to be a formal subrecipient or just a vendor?

Ashley Schultz:

Perfect. Thank you. And this question is: If we bring a subcontractor on, or a partner, how do we know if they need to be a formal subrecipient versus just a vendor that we're paying for the service?

Sandy Trowbridge:

Good question. So that would really depend on the substance of what they're doing. If you are delegating actual program activities to that partner, where they're helping to carry out the project itself, that would generally be treated as a subaward, and you would take on subrecipient monitoring responsibilities for them. And then if you're simply purchasing a good or service for your own organization's use, like a printer or a one-off consultant, that would typically be a procurement contract with a lighter compliance burden ultimately. But the distinction really does matter, because it changes what you would be required to do after the award.

Q5: Can community colleges apply for STOP funding or partner with school districts?

Ashley Schultz:

Perfect. Great. And a question here about community colleges joining in, either as a lead applicant or as a partner. Are there any examples of community colleges partnering with school districts in the past? Can they themselves apply for this funding?

Sandy Trowbridge:

Yeah, so public or private institutes of higher education are eligible applicants under the STOP School Violence Program, and they could choose to partner with whoever would help them meet one or more of those three program objectives. So we'd be happy to have a chat to help strategize about what that could look like. But yeah, they definitely would fall under that list of eligible applicants.

Q6: Does our school district need an existing behavioral threat assessment team to get priority consideration?

Ashley Schultz:

Okay, great. And this is the last question I see here in the queue: Does our school district need to already have a behavioral threat assessment team in place to get priority consideration?

Sandy Trowbridge:

So in the last competition, the last notice of funding opportunity gave priority consideration to applicants with an existing or planned behavioral threat assessment team. So if you didn't have one yet, proposing to build one with the STOP funding still qualified. But I would just say to closely review the fiscal year 2026 NOFO once it's released, just to see if those priority considerations remain the same or

if they've changed, because they can change a bit year to year, so that might not still stand for the next competition.

Closing

Ashley Schultz:

Great. Thank you so much, Sandy, and thank you, folks, for dropping in those questions for us. So again, thank you, everyone, for joining our session here today. We hope you found this to be a good use of your time, and we hope to see you on another Grants Office webinar here in the future. Have a great day.

— End of Transcript —

Grants Office, LLC • empowering communities • Recorded September 15, 2026

About This Transcript

This transcript was generated using Webex's automatic caption feature and subsequently reformatted with the assistance of artificial intelligence. While we make every effort to ensure accuracy, errors may remain. If you notice a discrepancy, we welcome your corrections — please reach out to education@grantsoffice.com.

Live sign language interpretation is available upon request for future Grantscast® events. To request an interpreter or learn more about accessibility accommodations, please contact accessibility@grantsoffice.com.