



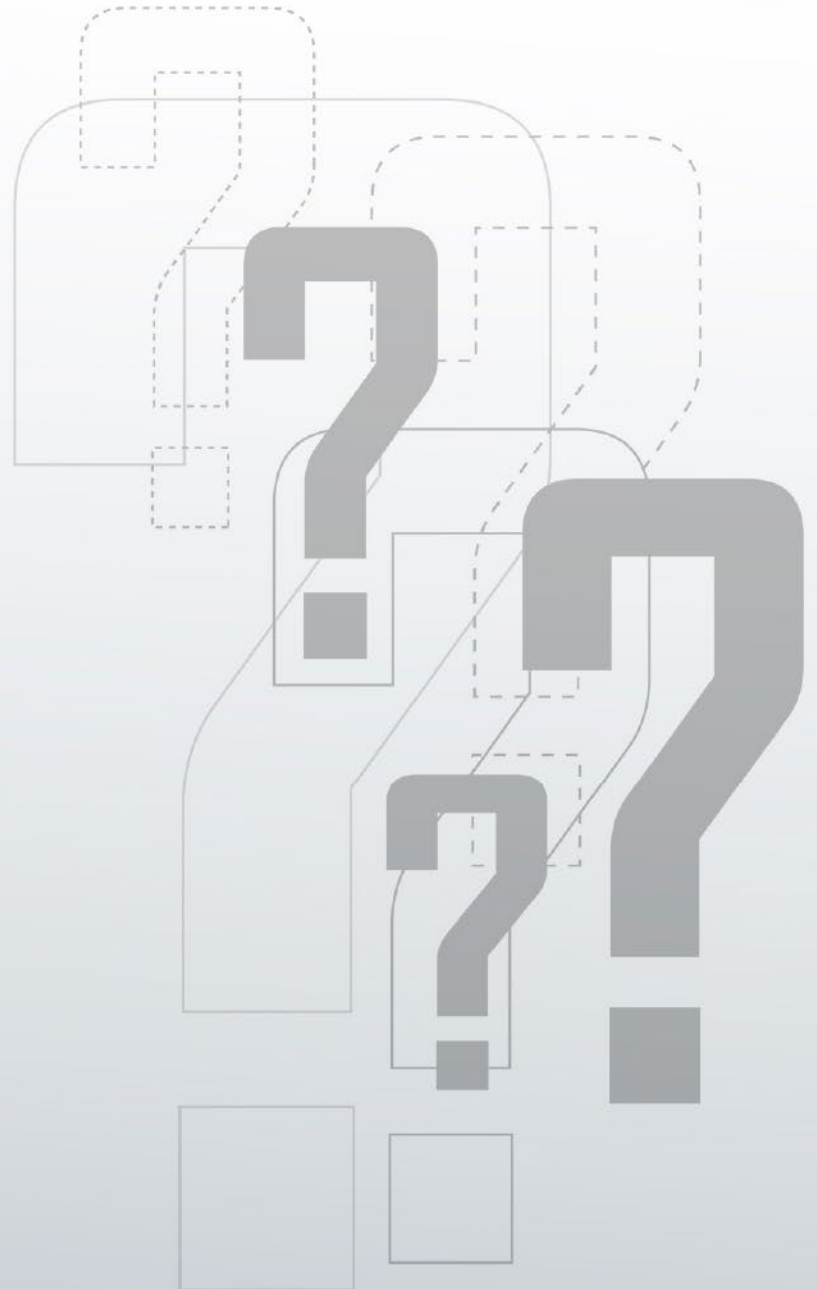
# BJA

Bureau of Justice Assistance  
U.S. Department of Justice

# STUDENTS, TEACHERS, OFFICERS PREVENTING (STOP) SCHOOL VIOLENCE PROGRAM

## FREQUENTLY ASKED QUESTIONS

Updated August 2023



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For questions related to performance measures or data collection, contact the Bureau of Justice Assistance (BJA) Planning, Performance, and Impact Team at [bjapmt@ojp.usdoj.gov](mailto:bjapmt@ojp.usdoj.gov) or by phone at 1-888-252-6867.

For grant-specific questions regarding timelines, allowable costs, and budget, contact your BJA Grant Manager listed in JustGrants, their contact information can also be found at <https://bja.ojp.gov/contact-us> under the Staff List link. For assistance with the Justice Grants system (JustGrants), contact the JustGrants Service Desk via email at [JustGrants.Support@usdoj.gov](mailto:JustGrants.Support@usdoj.gov), by phone at 1-833-872-5175, or by visiting the JustGrants Support website: <https://justicegrants.usdoj.gov/user-support>.

## I. SOLICITATION INFORMATION

### 1. How should technical issues experienced with grants.gov and JustGrants be addressed?

For technical assistance with submitting the full application in JustGrants, contact the JustGrants Service Desk at 833-872-5175 or [JustGrants.Support@usdoj.gov](mailto:JustGrants.Support@usdoj.gov). The JustGrants Service Desk operates 7 a.m. to 9 p.m. ET Monday-Friday and 9 a.m. to 5 p.m. ET on Saturday, Sunday, and Federal holidays.

The Department of Justice (DOJ) made a collection of [training resources](#) available for JustGrants users, including step-by-step training on how to apply in JustGrants. Training materials include self-guided eLearning videos, which are supplemented by job aid reference guides, checklists, and infographics. These resources will help users learn to navigate the system effectively and complete various essential grants management tasks.

As a supplement to the self-guided training materials, the JustGrants team offers additional opportunities through Virtual Question and Answer (Q&A) sessions for applicants and award recipients to receive real-time technical assistance and support on JustGrants system functionality, including a weekly application mechanics: submitting an application session. Visit the [Virtual Q&A Sessions](#) page for more information.

### 2. If an applicant was previously awarded funding under this program, can they still apply for current Fiscal Year (FY) funding?

Yes, if the activities are separate and distinct from the activities funded under previous Students, Teachers, Officers Preventing (STOP) School Violence Program awards.

## II. GRANT APPLICATION PROCESS AND ASSOCIATED DOCUMENTS

### 3. Is there guidance on how to submit an application?

Refer to the [Office of Justice Programs \(OJP\) Grant Application Resource Guide](#) found on [ojp.gov](http://ojp.gov) for comprehensive instructions on how to submit an application for funding.

### 4. How do I register for SAM (System of Award Management)?

SAM Registration: Any organization that receives these federal funds MUST be registered and up to date in the Official U.S. Government System for Award Management (SAM). [SAM.gov](#) has more information and can answer questions on that system.

### 5. Is there guidance on completing the SF-424 form?

Refer to the SF-424 instructions form which can be found on grants.gov under [Forms/Form Repository/SF-424 Family](#).

### 6. What if the required forms do not apply to the applicant's organization? For example, the Disclosure of Lobbying Activities Form?

Please refer to the "Application and Submission Information" section and "Application Checklist" in the solicitation to determine which documents are required for the application. Regarding the Disclosure of Lobbying Activities form, all applicants must submit the form, but can enter "Not Applicable" in questions 10a and 10b. For further guidance, please refer to the [OJP Grant Application Resource Guide](#).

### 7. What other attachments should be included in the application?

Refer to the "Application Checklist" in the solicitation to ensure that all items required for the respective Purpose Area are included in your application.

### 8. Does the title page and the table of contents count towards the Proposal Narrative?

A title page and table of contents are not required for the Proposal Narrative. Refer to the solicitation under “Proposal Narrative” of the “Application and Submission Information” section for section requirements.

### III. GRANT MANAGEMENT

**9. Do STOP Program grantees complete performance reporting in the Performance Measurement Tool (PMT) or JustGrants?**

Grantees must submit performance reports for the STOP program directly into the JustGrants system on a semiannual basis. There is no reporting requirement in the PMT.

**10. How often do I report performance data?**

STOP grantees report directly into JustGrants on a semiannual basis (January and July).

**11. Are grantees required to provide data for all performance measures or only for the measures they can, and are able to, provide data for? What if data is not available?**

Grantees are required to enter data for all performance measures that are applicable to activities - in the approved grant award. If data is not available for the reporting period, enter “0” (zero) to indicate there is no data to enter and add a comment to the Performance Data Report to indicate what the 0 represents.

**12. Am I required to report if we have not yet expended any grant funds?**

Yes, reporting requirements begin on the grant award start date. If no grant funding has been expended, answer “No” to the question, “Was there grant activity during the reporting period?” This will allow you to provide an explanation and skip the measures. If it’s a period during which a semiannual report is due, you will have the opportunity, and are required, to answer a set of narrative questions, where you can explain progress on the current status of grant activities.

**13. How long is the project period once the award is made?**

The period of performance duration for awards made under this program is typically 36 months (see the solicitation under “Federal Award Information”). Should additional time be needed to complete the goals of your project, a project period extension grant award modification (GAM) can be submitted for consideration before the end date to the BJA Grant Manager. For more information on GAMs, please refer to the [Grant Award Modification – Job Aid Reference Guide](#).

**14. When should a project period extension Grant Award Modification (GAM) be submitted?**

A Project period extension is needed when a grantee experiences delays obtaining the goals and objectives of their project. As such, the delays and other factors must be justified and submitted as a project period extension request. These requests should be submitted at least 30 days prior to the end date of the award. You should contact your BJA Grant Manager 45–90 days prior to the end date to discuss the extension request. It is recommended that you do not submit an extension request earlier than 5-6 months prior to your performance period end date unless special circumstances require an extension earlier. You need to be able to identify what activities have or will be completed and what activities require the extension, which is difficult to do earlier than 6 months before the end of the award.

**15. When is the sole source approval required by OJP?**

Recipients must request and receive written approval from OJP, via a GAM, prior to purchasing, obligating funding, or entering a contract with award funds related to noncompetitive (“sole source”) procurements in excess of the simplified acquisition threshold (currently \$250,000). Receiving a grant from the Department does not automatically approve contracts for sole source. Prior approval after award is required. Recipients may conduct noncompetitive (“sole source”) procurement when one or more of the following circumstances apply and must justify this in their submitted request to BJA after award: The item/service is available only from one source. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation. Competition is determined inadequate after solicitation of several sources.

**16. My budget was approved but the Office of the Chief Financial Officer (OCFO) provided a note that states consultant costs cannot exceed the threshold without prior approval. If my budget is approved does that mean my consultant costs that are above the \$650 per day or \$81.25 per hour threshold are approved?**

Written prior approval must be obtained for some costs, as specified in 2 C.F.R. Part 200 (specifically in 2 C.F.R. § 200.407) and as discussed in Chapter 3.6: Costs Requiring Prior Approval of the DOJ Financial Guide. In the event the final budget clearance was granted by the OCFO and includes consultant costs that exceed the threshold (please refer to page 40 of the DOJ Grants Financial Guide), the grantee must submit a Programmatic Cost Grant Award Modification (GAM) to receive prior written approval before this cost is incurred. Please work with your assigned BJA Grant Manager for specific information required to justify the costs and authorize approval prior to incurring the cost.

**17. I have a grant, not a cooperative agreement. Do I have to get prior approval for my conference costs?**

Conferences conducted by grant recipients do not require prior approval. However, grant recipients must ensure compliance with the food/beverage, meeting room/audio-visual, logistical planner, and programmatic planner limitations and cost thresholds. Cost thresholds and limitations are in place for the following items:

- Meeting room/audio-visual services (lesser of \$31.25 per day per attendee or \$25,000)
- Logistical planners (lesser of \$62.50 per attendee or \$11,000)
- Programmatic planners (lesser of \$250 per attendee or \$43,750)
- Food and beverage (generally not allowed)
- Refreshments (generally not allowed)

While there are exceptions to these thresholds and limitations, they are rare and require extraordinary justification as well as prior approval that must be documented via a Grant Award Modification. If you have a conference budgeted and your anticipated costs fall outside of these thresholds and limitations, you must contact your BJA Grant Manager to receive prior approval before incurring these costs.

**18. Can I closeout a grant without approval of the last performance report?**

To close out a grant in compliance, a grantee must submit all their performance reports. A BJA Grant Manager or Policy Advisor will reach out if a performance report or financial report needs to be completed and marked as final. These reports must be marked final to close out your grant. A regular report can be marked as “Final” early if in fact the goals and objectives of the project have been met prior to the end of the performance period.

**19. Is there another role in JustGrants, besides the Grant Award Administrator (GAA), that allows someone else to help complete performance reports?**

No, the GAA is the only role that can submit the performance report in JustGrants. The Alternate GAA can edit the performance report and contribute to the completion but does not have the ability to submit.

**20. How long do I have to submit a final closeout report after my grant ends?**

For grantees with awards ending or in closeout, you have 120 days from the award end date to report your final performance metrics in JustGrants. Grantees can reference the following training video for specific instructions on uploading reports into JustGrants: <https://www.youtube.com/watch?v=1UQVSFddP28>. If you have no metrics to report and your award is ending, you must still submit a final performance report. To close an award in JustGrants, grantees must indicate that the last reporting period is “Final” and complete the question set within JustGrants. The last or final report may or may not be an aggregate of all data reported since award start date. If a grantee completed and submitted data for all grant-funded activities quarterly (for financial reporting) and semiannually (for performance reporting) throughout the grant life cycle, this is acceptable in lieu of an aggregate data report.

## IV. LOGISTICS

### 21. When is a Memorandum of Understanding (MOU) required by BJA?

If you applied in FY 2020 or FY 2021, a MOU is required between schools and law enforcement agencies when implementing an Anonymous Reporting System (ARS) or forming a Behavioral Threat Assessment team. Check the solicitation requirements for the year that you were awarded. If it's needed and you didn't submit a fully executed MOU(s) in your application, then you may have an Award Condition added to your award that will need to be cleared by sending your MOUs to your BJA grant manager prior to full access to your funds.

Best practice is to use MOUs anytime your organization is entering into an agreement with another organization to provide services or be part of a training effort. An example might be an MOU between a school and a community mental health provider outlining roles and responsibilities within referral processes.

### 22. Who all needs to sign the MOU?

The MOU needs to be signed by the lead agency awarded the grant, the schools participating, and the schools' corresponding local law enforcement agency. It is best practice to also get signatures from any other organization involved in the project, but that is not required by BJA.

### 23. What should be included in an MOU?

Purpose of the MOU: The statement of purpose should describe the agencies or organizations that are entering into the partnership, the purpose of the partnership, and the effective date of the agreement. The effective date of the agreement must cover the term of the award or contain language regarding the annual renewal of the agreement.

Description of partner roles and responsibilities: This description must include the roles and responsibilities of the school, the school district, and each partner, and should be specifically listed within the document. It must also describe how each signatory will protect student privacy and ensure that students are not discriminated against based on race, national origin, disability, religion, or sex. This document should also include any budget information such as specific funds allocated to other partners and for the stated purpose.

Signatures: The MOU should be signed and dated by the school official(s) who will have general educational oversight and decision-making authority (i.e., board of education chairperson, superintendent, or school principal) regarding this project, and the lead law enforcement agency leadership (i.e., police chief or sheriff) if law enforcement is included as part of the multidisciplinary team. Understanding that the completion of an MOU may take longer than the application period, a draft MOU may be submitted that includes the names and titles of all parties that will be signing the document. However, you may have an award condition added to your award that will need to be cleared by sending your signed MOUs to your BJA grant manager prior to getting full access to your funds.

### 24. How do we access funds once the budget is approved?

Funds are accessed through the U.S. Department of the Treasury's Automated Standard Application for Payments System (ASAP). ASAP allows organizations receiving federal funds to draw funding securely from pre-authorized accounts established by BJA. For more information on the ASAP System, click here: <https://justicegrants.usdoj.gov/resources/asap>. For assistance with accessing funds, please contact the ASAP help desk, at 1-855-868-0151, or [ASAPhelpdesk@fiscal.treasury.gov](mailto:ASAPhelpdesk@fiscal.treasury.gov)

### 25. The BJA STOP grant started on October 1, but our funds were not released until late May due to withholding conditions on our award. Will we get an automatic extension?

Withholding Conditions are placed on awards to ensure compliance with program award requirements. A grantee should make a documented effort to meet these requirements by working with their assigned BJA Grant Manager. In the event an extension is needed, the grantee must seek a project period extension following the guidance referenced in #14 of the FAQs.

**26. How detailed do my answers have to be on the Performance Measures reports?**

You want to give BJA as much information as you have, so that it is clear how your award is going. If you have specific questions, reach out to your BJA grant manager.

**27. Can the National Center for School Safety (NCSS) look at the JustGrants system and see if I have done everything correctly on my financial and performance reports?**

The NCSS does not have access to the JustGrants system. Grantees should work with their BJA grant manager on questions related to their financial and performance reports.

## V. NATIONAL CENTER FOR SCHOOL SAFETY (NCSS) ROLE

**28. What is the NCSS' role in my grant process?**

The NCSS provides training and technical assistance (TTA) for STOP grantees funded by BJA and the Office of Community Oriented Policing Services (COPS) (school violence prevention program awards). They provide training and will work with grantees to assess their strategies and support one-on-one as necessary throughout the grant period on vital issues such as developing evidence-based and constitutionally sound programs. As part of the solicitation, BJA grantees are required to coordinate with the TTA provider.

**29. Is it mandatory to attend the NCSS quarterly meetings?**

Although attending the quarterly meetings is not mandatory, it is highly encouraged.

**30. Is there a fee to attend NCSS trainings?**

No, all webinars and other training resources offered by the NCSS are free to anyone interested in school safety.

**31. Are NCSS webinars recorded?**

All NCSS webinars are recorded and made available on-demand after the live date. Recordings can be found on the NCSS website (<https://www.nc2s.org>) under the trainings tab. Select the webinar you would like to view and click 'Enroll' to access the recording on Canvas.

**32. Who can I speak to about best practices for my STOP grant project?**

Please reach out to your assigned School Safety Specialist from NCSS to discuss best practices, or you can submit a Technical Assistance Request here: <https://www.nc2s.org/ta-services/contact>

**33. What type of training for law enforcement who work in schools (i.e., school resource officers and probation officers) can BJA STOP funding support?**

Training for law enforcement that work in schools should include the basics of mental health awareness, conflict resolution, mediation, problem solving, mentoring principles, crisis intervention, youth development, implications of trauma, basic classroom instruction and expectations, integrated response training with mental health and school psychologists, family and parent engagement, and appropriate use of information. Additional training topics may include:

- Incident reporting and data collection
- Procedural justice
- Multi-tiered system of support (Positive Behavioral Interventions and Supports [PBIS] or other)

- Community policing and SARA (Scanning, Analysis, Response, and Assessment) problem-solving model
- De-escalation and conflict resolution techniques
- Child development, including adolescent brain development
- Teen dating violence and sexual assault
- Family and Educational Rights and Privacy Act (FERPA)
- Individualized Education Programs (IEPs), including training on Title II of the Americans with Disabilities Act and the requirement that SROs must make reasonable modifications when necessary to interact with young people with disabilities
- Working with specific student groups, including youth with disabilities, English as a second language learners, and youth who identify as lesbian, gay, bisexual, transgender, queer, questioning, and/or intersex
- Bias-free policing, including implicit bias and cultural competence
- Alternatives to arrest, including diversion programs
- Trauma-informed care
- Civil rights and protected classes, as well as constitutional rights
- Bullying prevention
- Drug and alcohol education
- Social media use
- Emergency management
- Crime Prevention Through Environmental Design (CPTED)
- Behavioral threat assessment in school settings
- Active shooter training
- Restorative justice/practices and conflict resolution

**Non-training activities can include:**

- Policy development specific to law enforcement, including the appropriate use of force, response protocols, parameters and limitations of the law enforcement role in educational settings.
- Policy development and training to identify school disciplinary issues (which should be handled by teachers or school administrators) and situations where law enforcement may be necessary to protect physical safety.
- Policy development regarding the limited circumstances in which arrest is necessary, to include support for diversion.
- Policy development regarding the appropriate use of student information including privacy protections.
- Policy development regarding conflict resolution.
- Development of performance metrics to measure implementation of policy, e.g., use of conflict resolution, adherence to privacy measures, etc.
- Enhancing data collection to support transparency and tracking measures.

**34. What should I do if I am leaving my position as the grant coordinator and the school district has not hired my replacement? How can I make sure there is a smooth transition for the next grant coordinator?**

In order to make a smooth transition, it is important to check your role in JustGrants and re-assign your role if needed. If you are not the Entity Administrator (EA), contact your EA as soon as possible to provide the necessary time for them to re-assign your role. If you are the EA, you need to assign someone to the role, even if temporary, because that role assigns all the other roles. If you do not re-assign someone to that role, it is a long process to assign any new people and functionality can be locked for a long time.

Below are two links to the JustGrants online page to assist. The first contains [FAQs](#)—some of the questions talk about reassigning the EA role. The second is [training on entity management](#). If these steps are taken care of ahead of time, it helps everyone involved.



Other important pieces are letting BJA and NCSS know that there is a new contact, making sure that performance reporting is in order up to the point of your departure, and putting all grant related documents (e.g., proposal, budget, performance reporting, subcontract, etc.) into a folder that others in your organization can access.

## VI. IMPLEMENTATION SUPPORT

### 35. I'm implementing a reporting system. Who should be triaging tips that come into the Anonymous Reporting System (ARS)?

Trained staff should be available 24/7 to respond to tips via the app, website, or telephone to determine the credibility, context, and urgency of the threat. These staff members need to be thoroughly trained in how to interact with tipsters and in following triaging protocols. Some reporting system vendors will provide this response service. If it is not provided, this responsibility is often shared between a trained team of school or district staff which might include administrators, school-based law enforcement, and/or mental health professionals. In either scenario, if a tip is deemed credible and immediate action is needed, there should be protocols in place for escalating tips for local response to a threat assessment team, crisis intervention team, or, in some cases, law enforcement.

### 36. What should we be doing to promote our Anonymous Reporting System (ARS) and who is our primary audience?

Students, families, staff, and youth-serving organizations in your community should all know about the ARS. It's important that people understand what to report, how to report, and what will happen if they report something. It is common to promote the system by advertising with stickers, assemblies, parent nights, and email blasts. The NCSS has an on-demand webinar that goes into more details called [Getting Buy-In For Anonymous Reporting Systems](#).

### 37. Who should be on my threat assessment team? How often should we meet?

A school-based threat assessment team should ideally include one or more representatives from administration, law enforcement, and mental health, such as the school psychologist, social worker, or counselor. If the assessment is about a student with a disability, someone familiar with their needs is also recommended. Threat assessment teams should meet whenever they need to evaluate or respond to a potential threat, and they should also meet regularly (e.g., quarterly, monthly) to review their procedures and participate in ongoing training. For more information on school threat assessment best practices, view this on-demand webinar called [Essential Elements of School Threat Assessment](#).

### 38. How can we get buy-in with schools?

Building effective partnerships is a critical step in planning successful and sustainable school safety programs. The NCSS has a webinar called [Engaging Stakeholders in School Safety Program Planning](#) to assist you in this process. Some best practices include establishing a shared goal with school administration, understanding how your initiative can fit into existing school practices and programs, providing opportunities to build staff skills to continue the initiative, working with an organization that is already a trusted partner of the school, finding a school community who is a champion for the work already, and clearly communicating the benefits and potential limitations of your initiative. It is also important to think about others that may need to buy into your initiative such as students and families. The NCSS has a webinar called [Fostering Family Involvement and Engagement](#) that can provide ideas for engaging families.

### 39. What's the safest way to store information about potential safety concerns for future reference?

Storing student information should follow the Family Educational Rights and Privacy Act (FERPA) and, if applicable, the Health Insurance Portability and Accountability Act (HIPAA) guidelines. Be sure to only use approved platforms for storing data. If you are using online systems to store data, it is important to make

sure those systems comply with privacy laws. For more information, visit the Department of Education's [website](#) on FERPA during a disaster.

**40. What's the best way to get students involved in our grant funded project?**

Student engagement can be encouraged by giving students the opportunity to express their opinions and needs in surveys, town halls, or focus groups; come up with ideas for change; be involved in decision making processes; and share responsibility for outcomes. Student clubs about mental health and/or safety are a popular way to involve students in larger efforts to be part of initiatives.

**41. Who may interact with participating minors?**

If the applicant indicates that a purpose of some or all the activities to be carried out under the award (whether by the recipient, or a subrecipient at any tier) is to benefit a set of individuals under 18 years of age, the recipient and any subrecipient at any tier must make determinations of suitability before certain individuals may interact with participating minors. This requirement applies regardless of an individual's employment status. The recipient (and any subrecipient at any tier) may not permit any covered individual to interact with any participating minor during activities under the award, unless the recipient or subrecipient first has made a written determination of the suitability of that individual to interact with participating minors. A condition will be attached to all awards related to this requirement but applies to an award only if it is indicated in the application that the purpose of the activities will benefit individuals under the age of 18. Additional information can be found under your award conditions. This language can also be found on the [Office of Justice Programs website](#).

**42. What are some allowable costs, and can I provide stipends?**

Given the nature of activities under this solicitation, applicants should be aware of allowable costs and reference the [DOJ Grants Financial Guide](#) for more information. Trinkets (items such as hats, mugs, portfolios, t-shirts, coins, gift bags, etc., regardless of whether they include the project name or OJP office logo) must not be purchased with DOJ funds as giveaways. Basic supplies that are necessary for use during an event (e.g., folders, name tags) may be purchased. Generally, stipends are considered unallowable costs for BJA grants; however, given the nature of the grantees under this program, for the purpose of the use of stipends as compensation for service, stipends could be permissible for allowable activities that directly relate to achieving the overall objectives of the project. Justification related to the time commitment to address the reasonableness of compensation must be provided and costs in this circumstance should be classified as personnel costs.

**43. How do I conduct drills in a trauma-informed way?**

Practicing what to do in different situations is important, but it can be scary and cause anxiety. It is important to make sure that you are thinking about shaping these with trauma-informed practices and developmental appropriateness in mind. Learn more by taking the NCSS self-paced training for implementing [Lockdown Drills](#) in schools in a trauma-informed manner, as well as how to evaluate them for effectiveness.

**44. Where can I find evidence-based strategies for school climate and social emotional learning?**

School Safety Specialists with NCSS can provide tailored support in selecting evidence-based programs to meet your school's unique context. There are also databases that you can use to search for programs to fit your school's needs: [SchoolSafety.gov](#), [Crime Solutions](#), [SAMHSA](#), [Youth.gov](#), [Safe and Supportive Learning](#), and [StopBullying.gov](#).

**45. How can my school take a more universal approach to mental health support for our students and staff?**

Universal approaches are things that provide support for all students like trauma-informed environments, restorative approaches to discipline policies, social emotional learning curriculums, and other programs that engage all students/staff. School Safety Specialists with NCSS can provide support in selecting evidence-

based programs to meet your school's needs. Please visit the NCSS' [Trauma-Informed, Resilience-Oriented Schools Toolkit](#) to view resources for Tier I, II, and III trauma-informed, resilience-oriented practices for your school.

**46. What do I do if I need more support for my grant funded project?**

School Safety Specialists with NCSS will be able to assist with implementation support for your grant. Please reach out by contacting [schoolsafety@umich.edu](mailto:schoolsafety@umich.edu) or by using the [technical assistance contact form](#).

**47. How long does it take for the BJA to respond to GAM requests?**

There are many factors that go into the length of time that it takes for BJA to process a GAM including: time of year, staffing workloads, type of GAM, a grantee's compliance with reporting requirements, etc. In addition, depending on the type of GAM, once it is approved by BJA, it may need to go through the OJP Office of the Chief Financial Officer's review and approval before receiving final approval. Contact your BJA grant manager for more information about your specific GAM.

## VII. PERFORMANCE MEASURE GUIDANCE

**48. What data am I required to report?**

BJA established performance measures for each individual program. These measures are defined in the grant solicitation you responded to and may be updated or revised during the life of the program. Performance measures for the STOP Program can be found on the [BJA Performance Measures website](#). Here, you can access your program's performance measures, factsheets, and frequently asked questions. Past training on STOP performance measure reporting requirements and an overview of BJA reporting is available on the [BJA YouTube channel](#).

**49. How can I print a copy of a submitted performance report in JustGrants?**

Grantees can print a submitted performance report or question set by opening the report in JustGrants. To print the question set/answers, grantees can select the question set link to open it in read-only mode and use the Actions menu to select the Print feature.

**50. How do I find previously submitted performance reports when I get an "error" message stating I need to submit reports in order?**

The work queue does not provide your outstanding reports in order when you have multiple reports that are delinquent. We recommend going to programmatic and hitting "Start." Next, scroll to "Grant File" tabs, click on "Performance Management" to see the reports in order.

**51. In the performance report, how are unknown dates or values entered?**

For unknown values, enter "9999." For unknown dates, the system will accept "1/1/1900."

**52. In the performance measure question set, question 24 under Threat Assessment, what is the definition of 'licensed professional'?**

A "licensed professional" is a person authorized by a local, state, or federal agency to provide a specific service or set of services in a specific profession. In many cases, threat assessments may be conducted by non-licensed staff with the proper training.

**53. Which questions will I be prompted to answer based on my responses to the performance measure question set, question 3, "Select all categories for which you will perform approved and budgeted grant activities during the grant project period?"**

If selecting "Training to prevent student violence against others and self, including training for local law enforcement officers, school personnel, and students," you will be prompted to answer:

- Section 3, School Safety Plan
  - Section 4, School Safety Assessments and Surveys
  - Section 5, Training and Education to Prevent School Violence
  - Section 8, Seven Narrative Questions
- \*\* Sections 6 and 7 will automatically be skipped

If selecting “The development and operation of anonymous reporting systems for threats of school violence, including mobile telephone applications, hotlines and websites”, you will be prompted to answer:

- Section 3, School Safety Plan
  - Section 4, School Safety Assessments and Surveys
  - Section 6, Technology Systems
  - Section 8, Seven Narrative Questions
- \*\* Sections 5 and 7 will automatically be skipped

If selecting “The development and deployment of: (i) School threat assessment and intervention teams that include coordination with law enforcement agencies and school personnel, and/or (ii) Specialized training for school officials in responding to mental health crises”, you will be prompted to answer:

- Section 3, School Safety Plan
  - Section 4, School Safety Assessments and Surveys
  - Section 7, School Threat Assessment and Intervention Teams
  - Section 8, Seven Narrative Questions
- \*\* Sections 5 and 6 will automatically be skipped

## VIII. PAST FUNDING

The STOP program held its first competition in FY 2018. Funding and awards made under the STOP Program can be found using the following links:

- [FY 2023 Preventing School Violence: BJA’s STOP School Violence Program](#)
- [FY 2022 Preventing School Violence: BJA’s STOP School Violence Program](#)
- [FY 2021 Preventing School Violence: BJA’s STOP School Violence Program](#)
- [FY 2020 Preventing School Violence: BJA’s STOP School Violence Program](#)
- [FY 2019 STOP School Violence Grant Program](#)
- [FY 2018 STOP School Violence Threat Assessment and Technology Reporting Program](#)
- [FY 2018 STOP School Violence Prevention and Mental Health Training Program](#)

## IX. CONTACTS

### JustGrants Support

Email: [JustGrants.Support@usdoj.gov](mailto:JustGrants.Support@usdoj.gov)

Customer Support: 833–872–5175

[JustGrants User Support](#)

JustGrants [Application Submission Training Resources Webpage](#)

[DOJ Application Submission Checklist](#)

### Grants.gov Support

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