



RESEARCH AND EVALUATION ON SCHOOL SAFETY: THE STRUCTURE, SERVICES, AND PRODUCTS OF STATE SCHOOL SAFETY CENTERS

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Table of Contents

Introduction	1
Background	1
Goals and Objectives of This Evaluation	3
The Focus of This Report.....	4
Methodology	5
Research Questions	5
Director Interviews	5
Activity Data Collection.....	7
Results.....	11
SSSC Landscape.....	11
SSSC Operations.....	14
Services Offered by SSSCs.....	20
Center Accomplishments and Challenges	29
Discussion and Conclusions.....	33
Most State Legislation Guiding SSSCs Is Focused on Emergency Management.....	33
SSSCs Utilize Various Staffing Models and Staff With Expertise Aligned With State Legislation Requirements.....	34
SSSCs Likely Need Diverse Funding Sources to Conduct Their Work	34
Most SSSCs Provide Many Services Remotely	35
State Legislation and SSSC Operations Play a Role in Shaping Services	35
References	37

Appendix A. Director Interview Protocol	39
Appendix B. Director Interview Codebook	41
Appendix C. Activity Data Collection: Qualtrics Survey	49
Appendix D. Activity Data Collection: Smartsheet	57

Introduction

This report is the second in a series that highlights findings from an evaluation of State School Safety Centers (SSSCs) being carried out by WestEd’s Justice and Prevention Research Center and funded by the National Institute of Justice (NIJ). The [first report](#) in the series utilized survey data from school safety key informants (e.g., SSSC staff, state educational agency [SEA] staff, policymakers) who were knowledgeable about the current SSSC context and their state’s SSSC history (McKenna et al., 2021). The report focused specifically on SSSCs over the past 2 decades, after the massacre at Columbine High School in 1999. To build on the first report, this report describes the characteristics, practices, structures, and services of current SSSCs to examine variation in SSSC landscape, structure, and activities.

Background

Tragedies such as those that transpired in 2018 at Marjory Stoneman Douglas High School in Parkland, Florida, and Santa Fe High School in Texas once again brought school safety to the forefront for the federal government, states, and local organizations. More recent tragedies in Oxford, Michigan, and Uvalde, Texas, have continued to bring attention to school safety. Despite national data indicating that fatalities at schools due to homicide among children ages 5–18 are rare and that other indicators of school safety are improving (Irwin et al., 2022), these high-casualty massacres have substantially elevated national concern about whether youths are safe in school. The level of concern across the country is evidenced by the more than 40 states that have created task forces or commissions to examine school safety since the Parkland massacre and by the fact that nearly every state has passed legislation to address school safety since 2018 (e.g., Petrosino et al., 2018). This legislation has focused on bullying prevention, emergency response, changes in mandated reporting requirements for schools, implementation and training for school police officers, arming of teachers, and provision of funds for districts to address school safety and states’ efforts to support school safety (e.g., SSSCs). Additionally, early data from the 2021/22 academic year indicate that violence, including shootings, is becoming more concerning given the return of students to physical school sites, with many of them suffering from increased trauma resulting from the pandemic (Smith, 2021).

In addition to forming task forces and commissions and engaging in legislative efforts, states play a major role in addressing school safety by creating and managing funding and resources and by providing training, technical assistance (TA), and guidance to local jurisdictions within the state (Burke, 2018). One common vehicle used to maintain an organized and consolidated effort at the state level to address school safety is an SSSC. Although their creation has been more prevalent during the past 2 decades, SSSCs have been around in some states since as early as the 1990s; and as far back as the 1970s, the Office of Juvenile Justice and Delinquency Prevention sponsored a “national” school safety center.

SSSCs generally have a common mission to be the centralized state unit that provides a wide range of services to stakeholders in the state to enhance the safety and security of schools in their

jurisdiction (National Crime Prevention Council [NCPC], 2020). For example, Washington State created an SSSC to

serve as a clearinghouse and to disseminate information regarding school safety, ... develop model policies and procedures, identify best practices, and provide training on school safety ... [and] work with the regional centers to help school districts meet state school safety requirements. (Office of State Representative Laurie Dolan, 2019)

Similarly, Texas has had an SSSC since 1999 with the purpose of “serving as a clearinghouse for the dissemination of safety and security information through research, training, and TA for K–12 schools and junior colleges throughout the state of Texas.” Using SSSCs to address school safety has been further supported by the federal government’s investment, including that of the U.S. Department of Justice’s Bureau of Justice Assistance (BJA), which recently awarded over \$12 million to support grant awards to create or enhance SSSCs in 12 states (BJA, 2019).

Despite state and federal interest in developing and implementing SSSCs, the exact number of SSSCs has been largely unknown. For instance, the NCPC (2020) currently lists 20 states with SSSCs, but a review carried out by the NIJ in 2016 suggests that up to 48 states have SSSCs (Carlton et al., 2017). The variation in these counts may be fueled by the lack of a uniform definition to delineate what an SSSC is, as distinct from other types of school safety supports.

To begin to address this gap in knowledge, the first report from the WestEd Justice and Prevention Research Center’s evaluation study aimed to identify which states have ever had SSSCs, which states have had centers and discontinued them, and which states have never had centers (McKenna et al., 2021). For those states that reported ever having an SSSC, the report examined the characteristics of these SSSCs, including how the center is structured within the state government, how the center is funded, how many staff are employed by the center, and what products and activities the centers engage in. Finally, the report explored how different states define SSSCs, with the aim of developing a uniform definition of an SSSC.

A clear finding from this work was that many states have implemented SSSCs; over 65 percent of states responding to the survey reported having an SSSC, with most of these centers each serving their entire state. A majority of SSSCs were established in the last decade, with 62 percent of respondents indicating that their SSSC was started between 2010 and 2020. Additionally, respondents shared that a majority of SSSCs were started because of state legislation requiring the creation of a center, often in response to school violence incidents with high national profiles. Finally, the report also found potential issues in defining SSSCs in terms of where the center is situated within the state government, which has likely been the cause of at least some of the conflicting reports on the number of SSSCs in existence. The full report can be accessed [online from the federal Office of Justice Programs](#).

There are many important questions that need to be answered in any evidence-informed policy environment, including “What is going on?” and “What works?” (Petrosino & Boruch, 2014). Finding empirical studies that address these questions relevant to SSSCs is a difficult process. The

authors of this report utilized multiple comprehensive search strategies, including using online searches and accessing several databases (including the National Criminal Justice Reference Service [NCJRS] abstracts database and the Education Resources Information Center [ERIC]), and did not find a single empirical study of SSSCs. The most relevant document retrieved was the NIJ publication referenced above (Carlton et al., 2017), in which NIJ staff reviewed websites and reported on a 2-day meeting of SSSC representatives to describe SSSCs and identify their successes and challenges. NIJ staff summarized themes from the meeting, including key strategies SSSCs use to increase knowledge about school safety, such as convening trainings and conferences (Carlton et al., 2017). However, that report does not include any systematic data collection from the SSSCs or any examination of SSSC outcomes. Although legislation trends indicate increased interest from states to establish such centers, as well as the federal government's increased support of SSSCs, more information is needed to better understand how these centers should operate and what leads to a successful SSSC. Such information can allow for promising approaches and models to be replicated to facilitate the future development and improvement of SSSCs across the country.

Goals and Objectives of This Evaluation

Given the widespread use of SSSCs, their potential role to improve safety, and the lack of information currently available to inform the development of high-quality centers, the authors of this report are not aware of any other empirical evaluation of SSSCs, so this may be the first such study. The goal of this evaluation is to develop a firm understanding of the history, characteristics, structure, services, and perceived impacts of SSSCs across the United States to identify promising practices and models for replication, expansion, and evaluation. Ultimately, findings from this project may contribute to improved functioning of SSSCs, more intentional development of new SSSCs, and better coordination of state efforts to improve local jurisdiction efforts in addressing school safety.

This evaluation utilizes a descriptive design that brings together numerous sources of evidence to shed light on SSSCs within their real-world contexts. Specifically, the study's researchers have conducted surveys with key school safety leaders in each state; interviewed center directors; gathered detailed activity data from each state center; and interviewed and surveyed key stakeholders, including policymakers, superintendents, principals, school resource officers (SROs), and others involved in school safety efforts in each state. The authors intend for this evaluation's findings to drive the creation of new knowledge for informing federal and state policy, leading to federal support that is more targeted for SSSCs and allowing researchers to evaluate SSSCs more rigorously in the future.

The specific objectives of the evaluation are to (a) document the history of SSSCs across the United States following the massacre at Columbine High School, a seminal school safety event in 1999 that prompted the creation of several SSSCs; (b) describe the characteristics, practices, structures, and services of current SSSCs; (c) assess the perceived impact of SSSC services from the perspective of diverse stakeholders, including SSSC intensive service users, SEA and state

Department of Justice (SDOJ) staff, policymakers, SROs, district superintendents, and school principals; and (d) utilize the information collected to develop a framework that outlines promising structures and practices to facilitate the development and improvement of SSSCs and to guide future research to examine the impacts and outcomes associated with SSSC practices.

The Focus of This Report

As noted, this report is the second in a series highlighting findings from each of the data collection efforts associated with the WestEd Justice and Prevention Research Center's evaluation of SSSCs. Specifically, researchers for this report used data from in-depth interviews with SSSC directors to examine the school safety landscape in their states, the history and structure of the centers, the services offered by the centers, and the centers' accomplishments and challenges. Researchers also collected detailed activity data from SSSCs to retrospectively document the services provided by each SSSC over a 1-year period (January 1, 2021, to December 31, 2021). Using these data, the report provides more information on the general landscape of SSSCs, how they operate, and the services they provide, including the types of activities, content areas, and audiences served. The report then discusses these findings collectively in terms of what they mean more broadly for the use, focus, and usefulness of SSSCs.

Methodology

Research Questions

The following research questions guided the portion of the evaluation that this report covers:

1. What are the characteristics of current SSSCs, including the mission, funding source, regulatory bodies, policy directives, leadership, structural configuration, staffing, and sustainability strategies?
 - a. What do SSSC leaders identify as indicators to suggest their SSSC is achieving intended impacts?
 - b. What are the successes and challenges in carrying out SSSC work?
 - c. What do SSSCs need to be more effective in their work?
2. What are the practices, activities, and outputs of current SSSCs?
 - a. What services do SSSCs provide (e.g., TA, training, webinars, professional development opportunities, community outreach)?
 - b. Who are the primary constituents for SSSCs (e.g., state policymakers, district leaders, school leaders, teachers, school safety personnel, law enforcement, students, families)?
 - c. What are the main content areas of services provided (e.g., emergency management, violence, bullying)?
 - d. What tools and products do SSSCs produce?
 - e. How many services are provided each year, by type, and how many individuals engage in services, by type?

Director Interviews

Director Interview Respondents

Based on responses to the *SSSC Key Informant Survey*,¹ 36 SSSC directors, representing SSSCs in 30 states, were eligible to participate in the SSSC director interviews. Of those invited, 34 SSSC directors (94.4%), representing 29 states (96.7%), agreed to participate. The two SSSC directors who declined participation did so for reasons related to capacity and leadership turnover. In five states, two individuals who carry out SSSC director responsibilities agreed to participate. Directors in three of these states elected to engage in individual interviews, and directors in the remaining two states elected to be interviewed together. In total, WestEd conducted 32 interviews with directors representing SSSCs in 29 states.

¹ The *SSSC Key Informant Survey* asked each participant to describe their agency's activities and indicate whether their agency is an SSSC. SSSC directors from states that reported having an SSSC (n = 28) were eligible for the interview data collection. Additionally, directors from states that reported not being an SSSC but described activities aligned with SSSC responsibilities (n = 2) were eligible for the interview data collection. See McKenna et al. (2021) for more details. Note that there could be multiple SSSCs (and therefore, directors) from any one state.

Director Interview Protocol Development and Data Collection

In September 2021, researchers emailed each SSSC director who had been identified through the *SSSC Key Informant Survey* to invite their participation in a 60-minute videoconference interview about their SSSC. Interviews took place from September 2021 to January 2022. Each interview was recorded and included a facilitator and a notetaker. The interview protocol (see Appendix A) for SSSC directors included items about the school safety landscape in their states, the history and structure of the centers, and services offered by the centers. SSSC directors were also asked to reflect on their centers' accomplishments and challenges.

Director Interview Analysis Approach

To analyze the interview data, the WestEd research team engaged in thematic content analysis of interview notes using the qualitative software program Dedoose. To ensure comprehensiveness and accuracy of the notes and to align participant responses with the interview protocol, researchers cleaned the interview notes. Interview recordings were referenced as needed during the cleaning process. Next, the evaluation team reviewed the content of the notes from all interviews to ensure a high level of familiarization with the interview content (Ritchie et al., 2003). As part of reviewing the notes, a subset of the team catalogued the range of responses for each interview question to build a codebook for analyzing the interview responses. The analytic codebook included 33 code families and 208 subcodes within these code families (see Appendix B). Each code family pertained to a particular interview question to reduce the cognitive load for coders as they applied the codebook to the interview notes.

After the codebook was created, the full evaluation team received training on the codebook and on norms for coding. The analysts and the project directors engaged in discussions to develop a shared understanding of the code families and subcodes. To ensure high reliability across analysts, the team engaged in several calibration activities. First, the whole team (three analysts and two project directors) applied the codebook to one interview. The team then reviewed the presence and absence of each subcode for each coder to identify areas of agreement and disagreement. The team discussed areas of disagreement to clarify understanding and modified the codebook to increase the clarity of the code families and subcodes. Next, three analysts each coded two interviews from an additional set of six interviews (18.8% of the interviews) and calculated interrater agreement for these codes. Interrater agreement was generally very high except for 16 of the 208 subcodes for which agreement fell below 67 percent. The analysts participated in discussion and follow-up training, and the codebook was further refined to ensure a shared understanding of these 16 codes. Following these calibration activities, the remaining interviews were each coded by a single analyst.

To analyze the coded interview data, WestEd researchers aggregated the presence or absence of each subcode to the state level for the three states that had multiple director interviews. This process resulted in a data set noting the presence or absence of each subcode by state. The researchers then conducted descriptive analyses to determine the percentage of states in which each subcode was present and explored the relationship between subcode presence and absence.

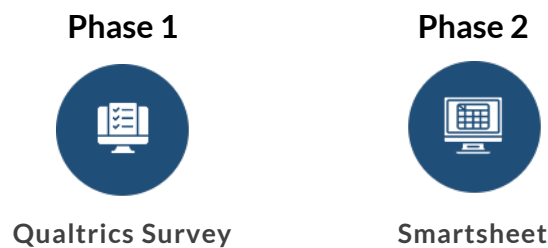
Additionally, the team carried out a qualitative content analysis of the content captured within each subcode to provide further context and nuance about the meaning of each subcode.

Activity Data Collection

Activity Data Collection Respondents

Based on participation in the director interviews, 29 states were invited to participate in the activity data collection phase of this project. In 4 of those states, there were multiple centers within the state; in each of these states, 2 entities were asked to participate, resulting in 33 entities, representing 29 different states, being asked to participate.

To retrospectively document the services provided by each SSSC over a 1-year period (January 1, 2021, to December 31, 2021), researchers collected data in two phases. First, a Qualtrics survey was administered to SSSC directors to gather preliminary information regarding activities related to trainings, TA, resources, grant administration, and compliance. Second, SSSCs were given access to a customized work space in an online, cloud-based platform called Smartsheet, where SSSCs provided more details related to the services applicable to their center.



Seventeen SSSCs from 16 states completed the Qualtrics survey portion of the activity data collection, and 9 SSSCs from 9 states submitted at least one type of Smartsheet related to the activity data collection. More specifically, 9 SSSCs submitted data related to training events, 4 SSSCs submitted data related to TA, 9 SSSCs submitted data related to resources, 3 SSSCs submitted data related to compliance activities, and 3 SSSCs submitted data related to grant administration activities.

Activity Data Collection Development

The Qualtrics survey and the Smartsheet data collection tools used the following definitions related to the activities and services of SSSCs:

- **Training events** are events, regardless of the length of time, aimed at providing awareness, knowledge, and/or skills to build individuals' competence and improve their effectiveness in particular areas or topics. Training can be provided in person or remotely (telephone, email, videoconference, etc.).
- **Technical assistance (TA)** is the process of providing targeted support to an organization (e.g., school district) with a defined need or problem and is often aimed at building the

capacity of an organization by providing one-on-one consultation and/or resources specific to the problem or need. TA can be provided in person or remotely (telephone, email, videoconference, etc.).

- **Resources** refers to original resources developed by the center. Resources may include educational materials (e.g., research briefs, infographics, other awareness-raising types of materials), tools (e.g., checklists, toolkits), and videos (e.g., posted recordings of past trainings/webinars).
- **Compliance activities** include those aimed at ensuring that local school districts are following legal requirements or rules outlined by a legislative body with such authority. These activities might include reviewing emergency plans for required information, reviewing data collected, or conducting site visits/assessments.
- **Grant administration** includes activities such as providing funds to other organizations, such as school districts or local communities, to support school safety work, with oversight and administration done by the center. This category does not include grants received by the center to carry out specific activities of the center.

Qualtrics Survey

The Qualtrics survey included 23 questions across five sections assessing whether the SSSC engaged in each type of service and, if so, to what extent. Each of the sections focused on a different type of service (i.e., training events, TA, resources, compliance activities, and grant administration). The following paragraphs describe the content of each survey section, and Appendix C provides a copy of the full survey, including response options for each survey item.

The first item in the training events section of the survey assessed whether SSSCs hosted any training events (whether delivered in person or online). If SSSCs did not host any, they were directed to the next survey section. If SSSCs reported hosting any training events, they were prompted to write in the number of training events conducted in 2021. Respondents were also prompted to write in information generally related to training events offered by their SSSCs.

The first item in the TA section of the survey assessed whether SSSCs provided any TA to other organizations (e.g., local school districts). If SSSCs did not report TA provision, they were directed to the next survey section. If SSSCs reported TA provision, the survey items assessed whether the SSSC formally tracked or documented any of the TA it provided. If so, a survey item prompted SSSCs to write in the number of instances of TA provided. The survey also included an item asking if the SSSC provided any other TA that was not formally tracked or documented. If this did not apply to SSSCs, they were directed to the next survey section, which focused on resources. If SSSCs reported having provided TA that was not formally tracked or documented, the survey included five items that captured general information about the TA: the estimated percentage of SSSC staff time spent on providing the TA, the top recipient groups of TA from the SSSCs, the SSSCs' top three TA topics, the percentage of TA provided through various modalities, and the estimated percentage of TA initiated by various circumstances.

The first item in the resources section of the survey assessed whether SSSCs developed any original resources to serve stakeholders (whether in print or electronic). If SSSCs did not develop resources, they were directed to the next survey section. If the SSSCs reported developing resources, SSSCs provided the number of resources developed by their organization. The survey also included items assessing whether the SSSCs disseminate resources developed by other organizations and whether there was a formal vetting process for resources developed by other organizations to guide what they disseminated. Additionally, the survey included an item assessing how resources developed by other organizations were disseminated.

The first item in the compliance activities section of the survey assessed whether SSSCs engaged in any compliance-related activities. If SSSCs reported no engagement in compliance-related activities, they were directed to the next survey section. If SSSCs engaged in these activities, they were prompted to write in the number of compliance-related activities in which the SSSC engaged.

The first item in the grant administration section of the survey assessed whether SSSCs engaged in any grant administration activities. If SSSCs did not engage in these activities, the survey ended. If SSSCs reported engaging in grant administration activities, they were prompted to provide the number of grant funds/programs administered.

Activity Data Collection Smartsheet

After SSSCs completed the Qualtrics survey, they were given access to a customized and unique “work space” in a program called Smartsheet. Smartsheet is an online, cloud-based platform that allows users to create, manage, and share tabular sheets. SSSCs were provided access to their tabular sheets (hereafter, “Smartsheets”) based on their responses to the Qualtrics survey. For example, an SSSC that reported administering training and developing resources in the Qualtrics survey received a Smartsheet for training and another for resources. In these Smartsheets, SSSCs entered specific data related to each service provided by the SSSC between January 1 and December 31, 2021. Response options for each Smartsheet item are available in Appendix D.

The training events Smartsheet included write-in items documenting the name of the event, the start and end dates, the length (in number of hours), a description of the event, and the number of participants. The Smartsheet also captured the training type and training modality. For these items, SSSCs selected one option from a drop-down list. The Smartsheet also documented the type(s) of participants, training topic(s), the presenter(s)/instructor(s), and funding sources. For each of these items, SSSCs selected all that applied from a list and were provided an additional field to write in any other responses outside of the list provided.

The TA Smartsheet included items documenting the date the TA was initiated and how the TA was initiated. To assess how the TA was initiated, SSSCs selected one response from a drop-down list. An additional field was provided to write in any other ways TA was initiated. The Smartsheet also gathered primary recipient(s), TA modality, type of TA, TA topics, and TA provider(s). For each of these items, SSSCs selected all that applied from a list and were provided an additional field to write in any other responses outside of the list provided. The Smartsheet also included an item

assessing TA intensity and the outcome of the TA. For each of these items, SSSCs selected one option from a list.

The resources Smartsheet included items to capture information about original resources developed by each SSSC, including the title of the resource, the month the resource was published or made available, and a description of the resource. The Smartsheet also included an item assessing the type of resource. For this item, SSSCs selected one option from a list. The Smartsheet included an additional field where SSSCs could write in any other types of resources not included in the drop-down list. The Smartsheet also assessed the purpose of a resource, resource topic(s), the audience of a resource, and dissemination of a resource. For each of these items, SSSCs selected all that applied from a drop-down list and were provided an additional field to write in any other responses outside of the list provided. Finally, the Smartsheet included an item in which SSSCs could provide the link to the resource, if available. An additional column asked SSSCs if they were willing to share the resource in a different format if no link was available.

The compliance activities Smartsheet included write-in items documenting the name of the compliance activity; the state law or requirement for which compliance was being assessed; actions to address noncompliance; the start date of the state law or requirement; a description of the compliance process used for collecting, reviewing, and ensuring compliance with the law or requirement; and the extent of the activity (i.e., number of plans reviewed and/or number of districts assessed). The Smartsheet also included an item assessing staff time spent on the compliance activity.

The grant administration Smartsheet included write-in items documenting the name of the grant fund/program, its purpose, its start date, the total annual funding, and the number of awards. The Smartsheet also included items to assess eligible recipients, the source of grant funding, and the types of activities. For each of these items, SSSCs selected all that applied from a drop-down list and were provided an additional field to write in any other responses outside of the list provided. Finally, the Smartsheet included an item assessing the method of allocation, for which SSSCs selected one from the following response options: formula (e.g., all school districts receive a portion based on student enrollment or other factors); fixed dollar amount (e.g., all school districts receive the same amount); competitive application process, based on an identified need; or other. An additional field was included for SSSCs to write in any other method of allocation.

Activity Data Analysis Approach

Data from the Qualtrics survey and Smartsheets were analyzed primarily using descriptive statistics. The data were analyzed at an aggregate level to understand services and activities across SSSCs as well as disaggregated to examine data specific to each state, when appropriate. Data from the Qualtrics survey and Smartsheets were also examined in relation to data collected from the SSSC director interviews to provide additional context and detail of relationships and connections among the information gathered thus far in the evaluation.

Results

Findings from this portion of the evaluation focused on describing the landscape of SSSCs; their operations, services, and accomplishments; and any challenges they face. This section highlights key findings in these areas based on data from interviews with SSSC directors and the activity data collected from each SSSC.

SSSC Landscape

Given the lack of information about the structure and functionality of SSSCs across the country, this study aimed to gather insight about the larger SSSC landscape in each state. Areas of focus related to this aim include how the SSSCs came into existence in each state; their placement and structure within each state; the laws, policies, and directives that guide their work; and the mission and vision of each SSSC.

Emergence of SSSCs

To better understand how SSSCs came into existence, WestEd asked directors to reflect on what led to the creation of their states' SSSCs. Across the 29 states, most SSSCs were created in response to a high-profile incident such as a school shooting or natural disaster. Directors mainly described the shootings at Columbine High School, Sandy Hook Elementary School, and those less publicized that occurred at schools in their jurisdictions as catalysts for developing their SSSCs. Directors from **a few states** shared student suicides related to bullying, and a director from one state emphasized Hurricane Katrina as the high-profile incident that inspired SSSC development. Other common ways that SSSCs began include by legislative requirements or in response to stakeholder need or advocacy. Directors in **fewer states** shared that their SSSCs came into existence through grant funding (27.6%) or arose through existing centers or offices (17.2%).

TOP 3
REASONS FOR
CREATING SSSC



48.3%

High-Profile
Incident



34.5%

Legislative
Requirements



34.5%

Stakeholder
Need or Advocacy

Placement and Structure of SSSCs in the State

In addition to inquiring about how SSSCs began, interviews with directors also gathered information on center placement. Based on each director's responses to questions asking them to describe how their center is situated in the state, researchers categorized interview responses into three mutually exclusive categories. Of the 29 states represented, **23** states have one center that is housed in one agency or organization, such as a state department or institution of higher education; **3** states have one center that is split between at least two departments or agencies; and **3** states have two centers that operate independently from one another.



One Center
Housed Within
Single Agency
or Organization

Of the 23 states in which the center is a single agency or organization, only **one** (4.3%) of the directors noted their center exists as a stand-alone agency. Although this center is housed at a statewide nonprofit association and is outside the direct umbrella of the state government, it has a memorandum of understanding (MOU) with the state's Department of Education and Department of Public Safety that recognizes it as the SSSC.

An additional **four** (17.4%) centers are housed at a university or other institution of higher education. Although these centers are not housed directly under a government agency, each director cited having MOUs with, strong relationships with, or formal endorsements by relevant state agencies.

The remaining **18** states (78.3%) with a center situated in a single agency or organization have SSSCs that are part of a larger state agency that focuses on more than just school safety. Of these 18, **11** (61.1%) are housed in their respective states' education entities, **4** (22.2%) are housed in their respective states' police or public safety departments, **2** (11.1%) are housed in their respective states' departments of justice or criminal justice, and **1** (5.6%) is housed in its state's emergency management department.



One Center
Split Between
at Least Two
Departments
or Agencies

Of the 29 states, the **3** (10.3%) that each indicated they have one center that serves the entire state but is housed under multiple departments or agencies indicated a variety of configurations of departments or agencies that housed the center. **One of these states** indicated that the SSSC was developed by the governor as a formal agreement and collaboration between the Department of Public Safety and the Department of Education. In **another of these states**, the center is housed in the Department of Education, while the Department of Public Safety runs specific responsibilities of the center. In yet **another of these states**, the center is housed within both the Department of Education and the Office of Emergency Management.



Multiple
Centers That
Operate
Independently

A different 3 states (10.3% of the 29 total) each indicated that their state has two centers in different state departments or agencies that work independently of one another to serve the whole state. In **two** of these cases, both centers exist simultaneously and oversee separate aspects of school safety, such as school climate and curricula in one and emergency operation plans (EOPs) in another. In **another state**, one center serves as the point of contact for all K-12 schools in the state, while the other center oversees state school safety legislation and administers school safety grants to districts.

The following quotes illuminate how three directors described their centers' placements:

"There are a couple of more advantages with [being housed in] the institution of higher education, much more formal environment, good fit ... nesting within an institution that has horsepower, transparency, and accountability."

"Because we are at the Criminal Justice Institute, we are connected with law enforcement, but the reach to educators is from the Department of Education. They have the ear of the educators in the state. They help us reach that audience."

"School safety is housed between two departments; emergency planning has their own regulations under the school safety act. Then on the safety side, those regulations all fall under my shop in the Department of Education. It is a combo of two state agencies, both with regulatory oversight but [working] in collaboration to ensure the end product is that our customers in schools see a unified approach."

Laws, Policies, and Directives That Influence the Work of SSSCs

To learn more about how state legislation influences the work of SSSCs, researchers asked directors about the laws and policies in their states related to school safety. Directors from 29 states described a variety of laws and policies that impact their work. When describing the type of content included in their state school safety laws, directors in **most states** reported that emergency management requirements are outlined in legislation, such as emergency management plans, response protocols, emergency drills, and assessments. The **next most common type** of legislation focused on the existence and structure of the SSSC, including the setup, role, and organization of the center. Finally, threat assessment legislation existed in **just under a third of the 29 states**.

TOP 3
LEGISLATIVE
FOCUS OF SSSC



72.4%
Emergency
Management



37.9%
Existence and
Structure of SSSCs



31.0%
Threat
Assessment

Directors in **some states** mentioned legislation around school policing (20.7%), mental health (17.2%), and bullying (13.8%). Directors in **a few** states mentioned laws around anonymous reporting (10.3%), discipline (10.3%), school climate (10.3%), school violence (10.3%), and suicide prevention (10.3%). In addition, directors in about **one third** of the states (34.5%) described other categories of legislation covering a variety of topics, such as mandates for school safety personnel in schools, cybersecurity trainings, human trafficking, and laws around transportation safety.

Mission and Vision

To gather a clear sense of the goals that SSSCs work toward, researchers also asked directors to describe the mission and vision of their centers. In their interview responses, directors from 29 states shared multiple missions and visions that guide their centers' work. Most frequently, SSSCs aim to provide resources, training, and education, followed by creating safer school environments. In **nearly a quarter** of states, directors shared that their SSSCs serve as school safety "hubs," meaning centralized sources of resources; expertise; and support for schools, emergency management, and other stakeholders.

TOP 3
MISSION
& VISION



72.4%
To provide resources,
training, & education



69.0%
To create safer school
environments



24.1%
To serve as a school
safety "hub"

Directors in **three** states (10.3%) each indicated their mission or vision was to improve student academic performance. A director in **one** state (3.4%) described an intention to coordinate planning efforts with criminal/juvenile justice systems and facilitate delivery of services to victims of crime.

"Our mission is to provide education, training, and resources to educators and law enforcement and for them to provide students a safe environment to reach their academic potential. We help them in any way we can to have the resources they need to make a safe environment for kids."

Although directors in **most states** described the SSSC mission in very concrete terms focused on the development and dissemination of resources, directors in **three** states (10.3%) shared missions or visions that emphasized a broader, more holistic approach to school safety. Directors described that their SSSCs sought to utilize a whole-child approach to ensure student safety.

"Whole perspective. How do we prepare for, respond to, and recover from threats and hazards? But at the core of it is 'the whole child' and meeting all their needs. If the student doesn't feel safe and secure in their environment, then they aren't going to learn. So that is where it starts."

SSSC Operations

To learn more about the operations of SSSCs, the research team asked directors to describe how their centers are funded, their staffing structures, their staff's areas of expertise, their centers' topic areas of focus, the reasons for those areas of focus, the audiences they serve, and the nature of their collaborations with other organizations.

Funding of SSSCs

Of the 29 states represented in the interviews, **more than half** have centers that receive some level of state-appropriated funding and federal grants, according to the directors. Directors in **just less than half** of the states indicated that they receive funding from state grants.



Two states (6.9% of the total) noted other types of funding, such as pooled resources from other state departments or membership funds from school districts. Only **one** state (3.4%) mentioned receiving private funding. Although **some** states (34.5%) only mentioned one source of funding for their center, the **majority** (65.5%) mentioned having two or three means of funding the centers' work.

Staffing of SSSCs

Directors were asked to describe not only the staffing at their centers but also how their centers utilize contractors and shared or loaned staff from other agencies. Directors from all 29 states shared details about their staffing structures.



According to the director interviews, SSSCs in **most** states use contractors for various reasons, most commonly to provide specific subject matter expertise on topics or trainings needed in the state. Other directors noted hiring contractors to fulfill grant requirements or to serve as region-specific staff. Directors in **more than half** of the states also described having a combination of both full-time and part-time staff,² and directors in **less than half** of the states noted they have shared or loaned staff with other departments or agencies, such as the Department of Corrections, the Department of Emergency Management, or other outside organizations. Finally, **one** director mentioned having interns as part of their staffing.

SSSCs Areas of Expertise

Directors in **more than half** of the states identified emergency management/response as an area of staff expertise. Moreover, directors in **nearly half** of the states identified mental/behavioral

² A more detailed breakdown of center staff is available in an earlier report from this SSSC evaluation series, [States' School Safety Centers: A Brief Look Into History, Characteristics, and Activities](#) (McKenna et al., 2021).

health and law enforcement/criminal justice as areas of expertise. **More than a quarter** (31.0%) of the 29 states identified threat assessment as an area of expertise. Approximately **a quarter or less** of the states identified education (24.1%), research and evaluation (17.2%), school administration (10.3%), or school climate (3.4%) as areas of expertise.

TOP 3 AREAS OF EXPERTISE



58.6%
Emergency
Management/Response



44.8%
Mental/
Behavioral Health



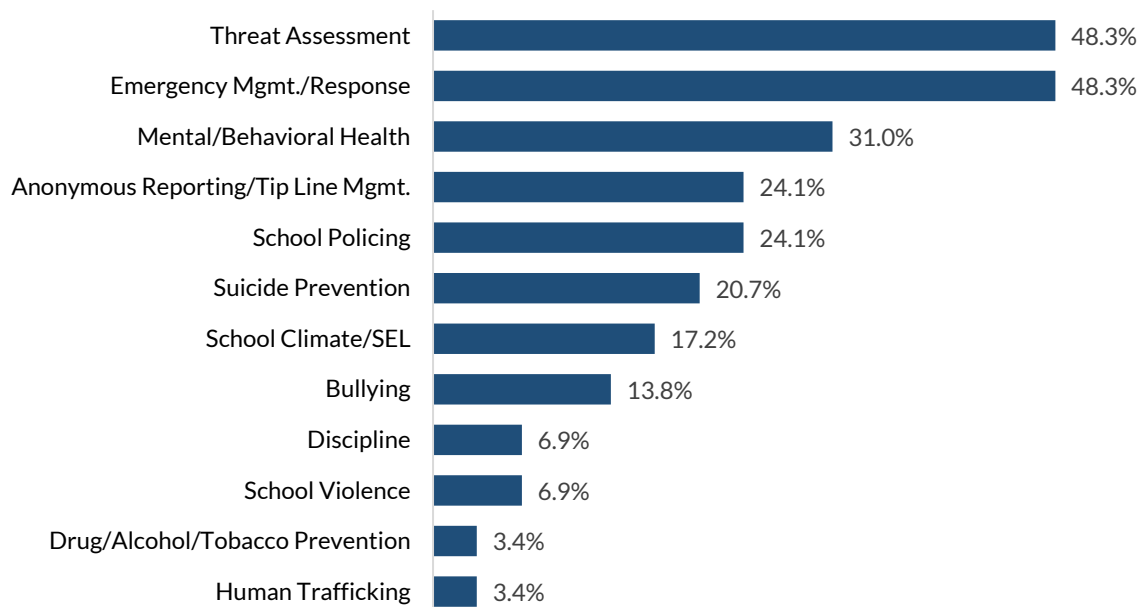
44.8%
Law Enforcement/
Criminal Justice

Directors in **48.3 percent** of states cited other areas of staff expertise. The other **most common** areas of expertise included operations, grant administration, IT support/security, training, and communications. Operations expertise focuses on budgets, contracts, development, and compliance; grant administration deals with allocation, accountability, and transparency of grant funding and financial management; IT support/security includes providing support for internal software systems, software to review EOPs, cybersecurity, and statewide data collection, among other types of support. Areas of expertise that were **less commonly mentioned** included health, transportation, policy and intelligence analysis, school attendance, conference planning, career tech/vocational school, and higher education. Additionally, a subset of responses related to prevention work focused on hazardous material removal, playground safety, restorative practices, and bullying.

Topic Areas of Focus

Directors in **nearly half** of the 29 states indicated that threat assessment and emergency management/response are areas of focus for their SSSCs. **Nearly a third** of states described mental/behavioral health as an area of focus. Further, **less than a quarter** indicated anonymous reporting/tip line management, school policing, and suicide prevention as areas of focus. Other responses that were **less common** included school climate/social-emotional learning (SEL), bullying, discipline, school violence, drug/alcohol/tobacco prevention, and human trafficking. See Exhibit 1.

Exhibit 1. SSSC Topic Areas of Focus



Additionally, directors in **27.6 percent** of the states described other areas of focus. The other **most common** areas of focus included equity, social media, policy/legislation, special education, and child welfare. In contrast, the other **least common** areas of focus included topics related to school maintenance; classroom curricula; and safety, such as internet safety, violence prevention, crime prevention, site assessments, and the creation/development of school safety guides. Although some centers had specific areas of focus, others had a needs-based focus and stressed flexibility or variation to accommodate field-generated requests.

Reasons for Safety Center Focus

In describing what generated their SSSCs’ areas of focus, directors in **11** of the 29 states each indicated a specific reason for their safety center’s focus. Of these, **the majority** of directors each indicated that the focus of their center was needs-based or legislation-directed, and **approximately half** cited high-profile incidents. Additionally, **more than a third** (37.9%) indicated being proactive or preventative as the main reason for their centers’ areas of focus.

TOP 3
REASONS FOR
FOCUS AREAS



79.3%

Needs-Based



58.6%

Legislation



51.7%

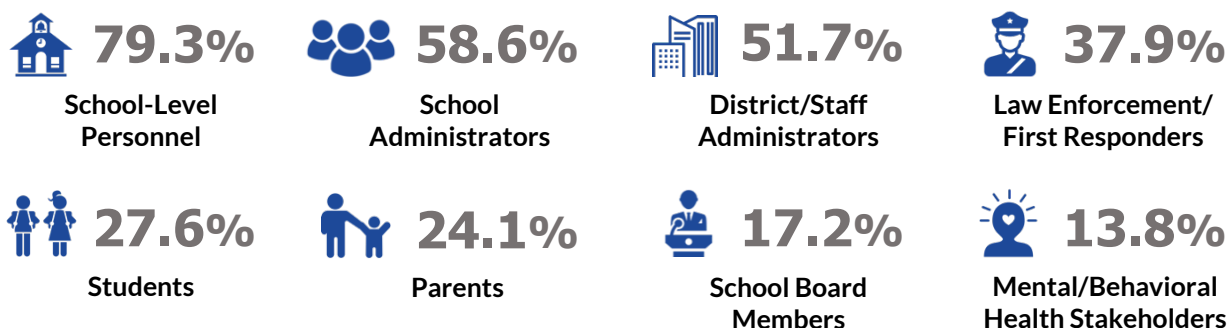
High-Profile
Incident

In addition, directors in **10.3 percent** of the states indicated other reasons for their areas of focus, including monitoring compliance with grant requirements and being influenced by their own staff members’ subject matter expertise.

“Each team member comes with their own subject matter expertise that influences us in the preparation of policies and practices we put in the field. If there’s a need, a member of the team with solutions can come up with training to share with a school community. For example, mental health professionals will provide trainings we can share with staff on how to deescalate an angry parent or student in the classroom.”

Audiences Served by SSSCs

When asked about the audiences their SSSCs serve, directors in the **majority** of the 29 states identified school-level personnel, school administrators, and district staff/administrators. In contrast, directors in **less than half** of the states identified law enforcement/first responders and students as their target audiences. **Less than a quarter** identified parents, school board members, or mental/behavioral health stakeholders as their target audiences.

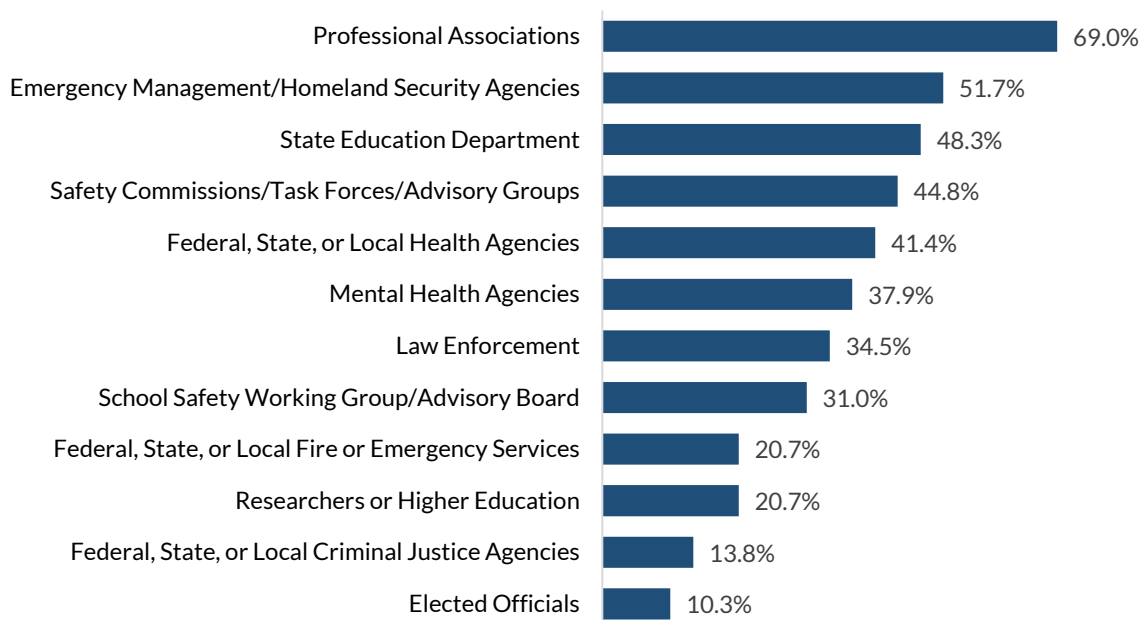


Collaboration With Other Agencies and Organizations

During the interviews, directors noted that their SSSCs are not the only agencies or groups concerned with school safety in their states. In fact, directors from all 29 states mentioned that other groups in their states support school safety, even if these other groups are not working as formal SSSCs.

Directors in **most** states reported that professional associations in their states support school safety, followed by emergency management or homeland security agencies. Directors in **about half** of the states each said that their state education department participates in school safety, and several mentioned school safety commissions, task forces, or advisory groups that they collaborate with. The **next most frequently mentioned** agencies were federal, state, or local health agencies; mental health agencies; and law enforcement. Directors in **nine** states mentioned that school safety working groups or advisory boards work with their SSSCs. In a **subset of states**, directors mentioned collaborating with federal, state, or local fire or emergency services; researchers or higher education; federal, state, or local criminal justice agencies; or elected officials. See Exhibit 2.

Exhibit 2. Agencies and Organizations That Collaborate With SSSCs



In addition, directors in **44.8 percent** of states described collaborating with other types of agencies, such as the state Department of Child Services and national organizations, foundations, or campaigns around school safety.

Focus of SSSC Collaborators

Directors in all 29 states also described the school safety content areas covered by the organizations they collaborate with and described how they collaborate with these organizations. Threat assessment and mental/behavioral health were the **leading topics** that other organizations focus on, followed by emergency management. Other content areas mentioned included school violence (10.3%), suicide prevention (10.3%), school climate (6.9%), school policing (6.9%), and bullying (6.9%).

TOP 3
COLLABORATOR
CONTENT AREAS



27.6%

Threat
Assessment



27.6%

Mental/Behavioral
Health



24.1%

Emergency
Management

Types of Collaboration

According to SSSC directors in 29 states, the **most common** type of collaboration between SSSCs and other organizations is co-branding or sharing information externally (37.9%), such as through a joint newsletter. Other **common** types of collaboration occurred through training or presentation delivery (34.5%) and interagency collaboration and coordination (34.5%), such as co-planning events or initiatives. Directors in **a few states** also mentioned conveying or exchanging

information internally (17.2%), such as sharing anonymous tips or relevant questions for stakeholders.

Services Offered by SSSCs

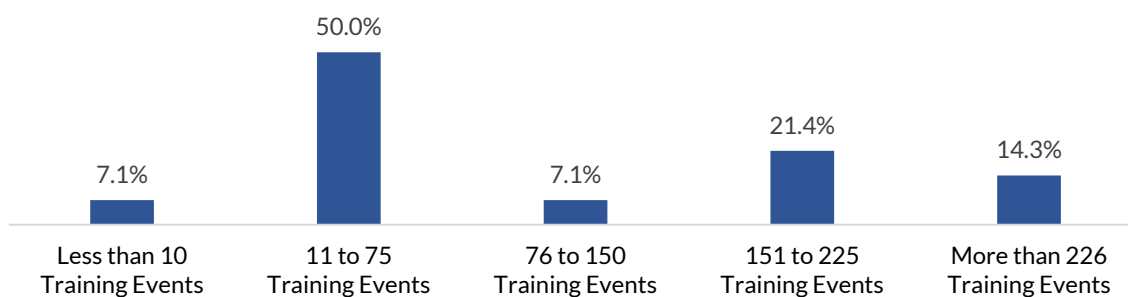
Although a broad understanding of SSSC audiences and how SSSCs engage with those audiences is helpful, a deeper dive into the nature of their services is necessary to create a fuller picture of the range of SSSC functionality. This portion of the study draws on information collected through interviews with SSSC directors and records of SSSC activities to better understand SSSC trainings, TA, resource development, grant administration, and compliance activities.

Trainings

Frequency, Duration, and Audience of Trainings

Of the 17 SSSCs that completed the Qualtrics survey, **15 (88.2%)** conducted trainings between January 1 and December 31, 2021 (see Exhibit 3). The number of training events ranged from 2 to 250, averaging **90** trainings per SSSC.³

Exhibit 3. Number of Training Events Conducted by SSSCs



Each of the 15 SSSCs that conducted trainings in 2021 received a Smartsheet to document information related to each training event, including the name of the training event, the training start and end dates, the length of the training (number of hours), a description of the training event, the training type, the training modality, the number of participants, the types of participants, the training topics, the presenter(s)/instructor(s), and the funding sources.


Of the 15 SSSCs that received a Smartsheet, **9 (60.0%)**, representing nine different states, submitted training data. The SSSCs reported a total of 1,098 training events in 2021, ranging from 2 to 303 training events, with an average of **122** per SSSC. These SSSCs trained a total of 43,614 participants in 2021, ranging from 1 to 1,418 participants, with an average of **40** participants per training.⁴ Participants were **most often** campus/district administrators, local law enforcement, and non-law enforcement school safety professionals (e.g., security guards).⁵

³ The number of training events was missing for one SSSC.

⁴ The numbers of participants were available for 1,094 training events.

⁵ For the item assessing types of training participants, SSSCs could select more than one response option.

TOP 3
TRAINING
ATTENDEES













 **86.7%**
Campus/District
Administrators

 **85.7%**
Local Law
Enforcement

 **76.9%**
Non-Law
Enforcement

Training events took place throughout the year; however, **slightly more** training events took place in the summer (29.8%) and spring (29.3%) compared to the fall (23.7%) and winter (17.2%). The length of training events ranged from 1 to 40 hours, averaging **4.7** hours per training. The length of training events varied by participant type (see Exhibit 4). On average, **trainings lasted longest** for state/regional law enforcement (e.g., state police), followed by state/local officials and fire/EMS. The **shortest trainings** on average were for students, parents, and other participant groups, including federal officials and civilians.

Exhibit 4. Average Length of Training by Participant Type

Type of participant		Average length of training
	State/Regional Law Enforcement	7.6 hours
	State Local Official	5.6 hours
	Fire/EMS	5.2 hours
	Local Law Enforcement	5.0 hours
	School-Based Mental Health Professional	4.9 hours
	Non-Law Enforcement School Safety Professional	4.4 hours
	Campus/District Administrator	4.4 hours
	School District Staff (Non-Administrator)	3.8 hours
	City/County Emergency Management	3.5 hours
	Student	3.4 hours
	Parent	2.8 hours
	Other	2.6 hours

From examining activity data related to trainings, the research team identified a wide range of topics.⁶ The **most common** training topics were threat assessment, emergency management, and school policing.



Other **common** training topics were school violence (40.4%), mental health (40.4%), and school safety law/legislation (40.3%). **Less than a third** of training events addressed bullying (30.3%), digital/internet safety (30.4%), youth advocacy/development (28.4%), drugs/alcohol/substance use (28.3%), and human trafficking (22.5%).

Common Modalities for Training

The training events were conducted mainly online with live instructors (52.8%) or in person (46.5%). Only **seven** trainings (<1%) were prerecorded and subsequently made available online. **One** in-person training had an online streaming option. **Most training** events (64.3%) involved participants who were instructed by SSSC staff.⁷ Contractors/subject matter experts presented or instructed at **more than a third** of training events (37.6%). Other instructors/presenters included persons from partner government organizations (2.6%)—including the U.S. Department of Health and Human Services, state departments of education, emergency management, and health and human services—and nongovernment partners such as nonprofit organizations (<1%). **Most** training events (57.6%) were funded by state appropriations.⁸ **Nearly half** of training events (43.0%) were funded by federal grants.

Technical Assistance

Of the 17 SSSCs that completed the Qualtrics survey, **16** (94.1%) reported providing TA throughout the year from January 1 to December 31, 2021. Of these 16 SSSCs, **3** formally tracked all TA, **7** formally tracked some of their TA but not all, and **6** did not formally track any of their TA. The groups of SSSCs that formally tracked *all* their TA *and* those that formally tracked *some* of their TA reported the number of TA instances for the year 2021. Across SSSCs, reported instances of TA ranged from 3 to 1,022, averaging **282** instances per SSSC.

SSSCs That Formally Tracked All or Some of Their TA

Each of the 10 SSSCs that tracked all (3 SSSCs) or at least some (7 SSSCs) of their TA received a Smartsheet to document each instance of TA, including the date and how it was initiated and its primary recipient(s), type, modality, topic(s), intensity, provider(s), and outcome.⁹ Of the 10 SSSCs,

⁶ For the item assessing training topic(s), SSSCs could select more than one response option.

⁷ For the item assessing presenter(s)/instructor(s), SSSCs could select more than one response option.

⁸ For the item assessing funding source(s), SSSCs could select more than one response option.

⁹ Seven SSSCs reported not tracking at least some of their TA. These seven completed both a Smartsheet and the survey items that assessed general aggregate information about their TA activities.

4 (40.0%), representing four different states, provided Smartsheet data. These SSSCs documented a total of 293 instances of TA from January 1 to December 31, 2021. The TA addressed a range of topics. The **most common** TA topic was emergency management (87.4%), followed by threat assessment (29.0%) and school safety law/legislation (14.0%).

The **most common** type of TA was to answer a question or provide guidance (80.2%).¹⁰ Other types of TA included developing a resource (34.1%), providing small-group or individualized training (30.7%), and providing support on an urgent issue (17.1%). **Nearly half** of TA (45.7%) was administered via videoconferencing, and **nearly a quarter** (22.5%) via email.¹¹ **Less frequently**, TA was administered via phone (14.7%) or an onsite visit (7.9%). Data on the modality were not available for approximately 14.0 percent of TA.

TA recipients were **largely** campus/district administrators, followed by non-law enforcement school safety professionals (e.g., security guards) and local law enforcement (e.g., municipal police/sheriff, assigned SROs, school police officers).¹² **More than three quarters** of TA (76.5%) was initiated by the organization in need of assistance contacting the center.

TOP 3 TECHNICAL ASSISTANCE RECIPIENTS



67.2%

Campus/District
Administrators



29.4%

Non-Law
Enforcement



20.8%

Local Law
Enforcement

SSSCs also reported the intensity of each instance of TA on a scale of low, medium, and high.¹³ **Nearly a third** of TA (28.0%) was of low intensity, **nearly half** (47.1%) was medium, and 14.7 percent was high. Overall, instances of TA were spread over the course of the year. SSSCs delivered **less** TA in the winter season (15.4%) compared to spring (29.7%), summer (30.7%), and fall (24.2%). Outcome data were not available for 10.6 percent of instances of TA. For **most** TA, the assistance resolved the issue or answered the question, according to SSSC directors. Only a **small portion** of TA resulted in referral of the organization to another organization or agency (5.5%) or in ongoing assistance (2.7%).

TOP TA OUTCOME

81.2%

RESOLVED ISSUE/
ANSWERED QUESTION

¹⁰ For the item assessing type(s) of TA, SSSCs could select more than one response option.

¹¹ For the item assessing modality(ies) of TA, SSSCs could select more than one response option.

¹² For the item assessing primary recipient(s) of TA, SSSCs could select more than one response option.

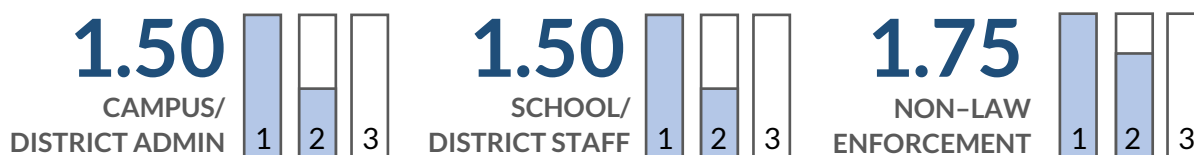
¹³ Intensity of TA refers to the estimated amount of time that was spent on a TA instance. "Low" intensity is defined as less than 2 hours spent, "medium" intensity is defined as 2 to 8 hours spent, and "high" intensity is defined as more than 8 hours spent.

SSSCs That Did Not Formally Track Any or At Least Some of Their TA

Of the 16 SSSCs that reported providing TA, **13 (81.2%)** did not formally track *any* (6) or did track *at least some* (7) of their TA.¹⁴ For these 13 SSSCs, the Qualtrics survey included survey items on TA that assessed general aggregate information about their activities, including estimated staff time spent, recipients, topics, modality, and the circumstances by which TA was initiated. **Nearly a quarter** of these SSSCs (23.1%) estimated that staff spent between 11 and 25 percent of their work time providing TA, **more than half** (61.6%) estimated between 26 percent and 50 percent, and only **two** SSSCs (15.4%) estimated between 51 percent and 75 percent.

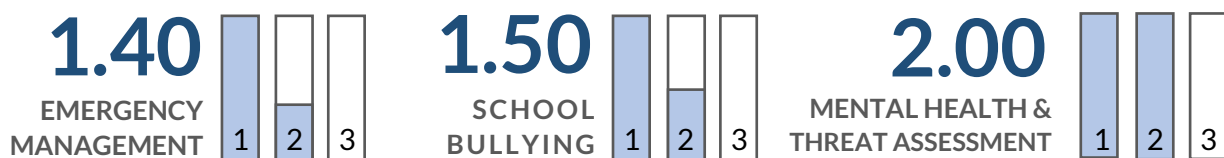
SSSCs also provided TA to a wide range of recipient groups. SSSCs identified their **top three** TA recipient groups, ranking them 1 (highest, meaning most frequent recipient) to 3 (third highest). Across the 13 SSSCs, on average, campus/district administrators and non-administrator school district staff were ranked the **top** recipients, followed by non-law enforcement school safety professionals (e.g., security guards).

TOP 3 TA RECIPIENT GROUPS



SSSCs also ranked their **top three** topics in which TA was provided, ranking them 1 (highest, meaning most frequently addressed topic) to 3 (third highest). On average, emergency management (emergency plans, response protocols, drills, security assessments, etc.) was the **highest ranked** TA topic, followed by bullying and both mental health and threat assessment.¹⁵

TOP 3 TA TOPICS



¹⁴ Seven SSSCs reported not tracking at least some of their TA. These seven completed both a Smartsheet and the survey items that assessed general aggregate information about their TA activities.

¹⁵ Low average rankings indicate higher ranked items (i.e., an item with an average ranking of 1 is ranked higher than an item with an average ranking of 3).

SSSCs estimated the percentage of TA delivered through various modalities. On average, SSSCs delivered **nearly half** of their TA by email. Other modalities used to deliver TA were phone calls, videoconferencing, and onsite visits.



For the **majority** of SSSCs (72.7%), TA was initiated by an organization or individual in need of assistance contacting the center. TA was also initiated by the center identifying the organization in need of assistance through such means as a required data collection (18.0%) or a partner agency asking the center to support another organization in need of support (9.3%).

Resource Development

Prevalence and Dissemination of Resources

Of the 17 SSSCs that completed the Qualtrics survey, **15 (88.2%)** reported having developed original resources between January 1 and December 31, 2021. Each of these 15 SSSCs received a Smartsheet to document information related to each resource, including the title, month published or made available, description, purpose, resource type, topic(s), audience, and dissemination. **Nine** of these SSSCs (60.0%), representing nine different states, submitted data related to their resource development. The number of resources per SSSC ranged from 2 to 24, with a total of **106** original resources developed in 2021.

Additionally, of the 17 SSSCs that completed the Qualtrics survey, **nearly all (82.4%)** reported disseminating resources developed by other organizations. Of these SSSCs, the **majority (78.6%)** reported having a formal vetting process to guide dissemination of outside resources. **Most (82.4%)** disseminated resources electronically to specific groups (e.g., via email or document-sharing platform or portal). SSSCs also shared resources via websites (64.7%), newsletters (47.1%), and social media (41.2%). Only **two** SSSCs (11.8%) disseminated resources through printed methods (e.g., mailed, distributed at an event).

Type and Area of Focus for Resources

The **most common** types of resources developed were tools (resources such as assessments or templates that help school systems complete tasks) and videos. Other types of developed resources included newsletters (14.2%), model procedures or policies or standards (7.6%), reports or briefs (4.7%), and a fact sheet (<1%).

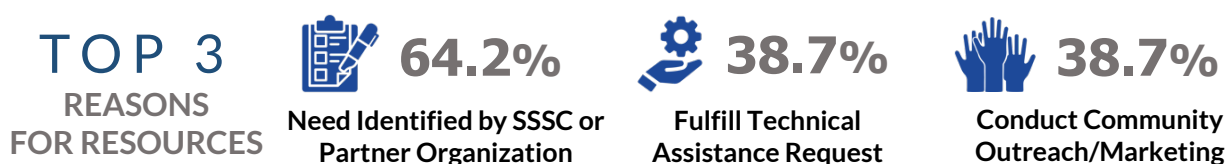


Resources developed by SSSCs addressed a range of topics, the **most common** topics being emergency management, mental health, and school safety law/legislation.¹⁶



Reason for Resource, Audience, and Dissemination

More than half of the original resources were developed in response to a need identified by the SSSC or partner organization (e.g., through data collection and/or compliance activity).¹⁷ **More than a third** of resources were developed to fulfill a TA request, and the same amount served to support community outreach/marketing. Approximately **a third** of resources fulfilled a grant or project deliverable (33.0%), and **less than a quarter** (19.8%) were developed to meet legislative requirements.



Resources developed by SSSCs were intended for many types of audiences.¹⁸ **Most often**, audiences were non-administrator school district staff, followed by non-law enforcement school safety professionals (e.g., security guards) and campus or district administrators.



Most resources (70.8%) were disseminated online via a website.¹⁹ **Half** (50.0%) were sent electronically to specific stakeholder groups (e.g., via email or document-sharing platform or portal), and **less than a quarter** (22.6%) were sent via a newsletter. Only **one** resource was reported to have been shared via printed methods (e.g., mailed, distributed at an event). **Nearly half** of the resources (45.3%) were published or made available in the summer, with nearly **a third** of all of the resources (29.3%) published or made available in the month of June. Resources were **less often** developed in the winter (21.7%), spring (20.8%), and fall (16.0%).

¹⁶ For the item assessing resource topic(s), SSSCs could select more than one response option.

¹⁷ For the item assessing resource purpose(s), SSSCs could select more than one response option.

¹⁸ For the item assessing audience(s) of a resource, SSSCs could select more than one response option.

¹⁹ For the item assessing resource dissemination method(s), SSSCs could select more than one response option.

Grant Administration

Prevalence and Area of Focus for Grant Administration

According to the Qualtrics survey, **8** of the 17 SSSCs (47.1%) reported engaging in grant administration activities between January 1 and December 31, 2021. Across these SSSCs, the number of grant programs administered ranged from one to five, averaging approximately **two** per SSSC. Each of the 8 SSSCs that reported administering grant programs in 2021 received a Smartsheet to document information related to each grant program, including the name, purpose, start date, eligible recipients, source of funding, total annual funding, number of awards, method of fund allocation, and types of activities.

Three SSSCs, representing three different states, submitted data.²⁰ Each SSSC reported administering one grant in 2021: one focused on SRO/school support officer (SSO) funding; another on harassment, bullying, and discrimination; and the third on general school safety. Although SSSCs administered these grant programs in 2021, the programs originated between June 2018 and October 2020. Local school districts were eligible participants for all three grants. Local towns/cities and law enforcement were also eligible to participate in one of the three grants (33.3%).²¹ State/legislative allocations funded all three grants, with annual funding amounts ranging from 2 to 4 million dollars.²²

SSSCs administered a total of **936** grant awards. For each grant program, SSSCs used a different allocation method: One allocated funding based on an identified need, another utilized a competitive application process, and the third used a formula (e.g., all school districts received a portion based on student enrollment or other factors). SSSCs served a variety of roles during grant administration. For all three grant programs, SSSCs monitored progress toward grant goals.²³ For two of the grant programs (66.7%), SSSCs made funding decisions or recommendations on competitive applications. One SSSC reviewed competitive applications for one grant program (33.3%) in which the SSSC provided feedback or input but did not ultimately make the funding decision. Another SSSC conducted financial accounting or monitoring of expenses and follow-up or evaluation for another grant program (33.3%).

Compliance Activities

Prevalence and Types of Compliance Activities

Of the 17 SSSCs that completed the Qualtrics survey, **11** (64.7%) reported engaging in compliance-related activities between January 1 and December 31, 2021. The number of activities ranged from 2 to 40, with an average of **9** activities per SSSC.²⁴ Each of the 11 SSSCs that reported engaging in compliance activities in 2021 received a Smartsheet to document

²⁰ Of the eight SSSCs that reported grant administration activities in the Qualtrics survey, two (25.0%) submitted Smartsheet data. Additionally, one state that did not complete a Qualtrics survey provided Smartsheet data.

²¹ For the item assessing eligible grant recipient(s), SSSCs could select more than one response option.

²² The annual funding amount was missing for one grant program.

²³ For the item assessing type of grant administration activity(ies), SSSCs could select more than one response option.

²⁴ The number of compliance activities was missing for two SSSCs.

information related to each activity, including the activity name, state law or requirement, actions to address noncompliance, start date of the state law or requirement, description of the compliance process, extent of the activity (i.e., number of plans reviewed and/or number of districts assessed), and staff time spent on the compliance activity. Of the 11 SSSCs that reported engaging in compliance-related activities, **3 (27.3%)** submitted compliance activity data. These SSSCs, representing three states, reported a total of 11 compliance-related activities over the course of 2021. These activities started during the past 19 years, ranging from March 2001 to September 2019. The average start date of these activities fell around June 2013, likely resulting from responses to the tragedy that occurred at Sandy Hook Elementary School in December of 2012.

More than a quarter of activities (27.3%) involved training, and the same proportion involved school safety audits. Compliance activities also included emergency plan review (18.2%), school safety survey administration (18.2%), and review and approval of school safety consultants (9.1%). SSSCs utilized common approaches to address compliance. For **more than half** of activities (54.6%), SSSCs collected compliance-related data. SSSCs also reviewed and approved various certifications and plans (36.4%), administered training (27.3%), provided resources (27.3%), and published reports (18.2%).

Time Spent on Compliance Activities

SSSC staff spent various amounts of time on compliance-related activities. **Nearly half** of the respondents reported that staff spent 25 percent or less of their time on compliance-related activities. However, **more than a third** of respondents indicated that staff spent between 76 and 100 percent of their time on compliance activities. See Exhibit 5.

Exhibit 5. Time Spent on Compliance Activities

Percentage of Respondents	Proportion of SSSC Staff Time
45.5%	25% or less of SSSC staff time spent to complete compliance activities
36.4%	76–100% of SSSC staff time spent to complete compliance activities
9.1%	50–75% of SSSC staff time spent to complete compliance activities
9.1%	26–50% of SSSC staff time spent to complete compliance activities

Monitoring of Compliance Activities

Additionally, the research team asked SSSC directors in their interviews to provide information related to monitoring compliance. Of the directors who provided responses to these questions, **69.0 percent** reported monitoring compliance.

Of those who reported monitoring compliance, **more than half** indicated that they enforced compliance checks (63.6%), and **more than a third** indicated that lack of compliance resulted in

loss of funding or withholding of funds (36.4%). **Less common** compliance requirements included corrective action plans (18.2%), compliance teams (9.1%), and a tracking checklist (9.1%). In addition, 18.2 percent of these directors described other ways of monitoring compliance, such as requiring a district to hold a public hearing if it did not submit its safety plans.

Other Services Offered

Additionally, researchers asked directors from all 29 states to provide information related to other services offered by SSSCs. Directors cited operating anonymous reporting/tip lines (10.3%), providing crisis response (6.9%), and sharing information among stakeholders (3.5%). Other responses included conducting vulnerability assessments and school climate surveys.

Center Accomplishments and Challenges

The research team also asked directors to reflect on how they define success for SSSCs, the major successes they perceive, and challenges to their centers' work. The next phase of the evaluation will supplement these findings and explore the perceived impact of SSSCs from the perspectives of the audiences they serve, including district and school leaders.

Defining Success

Directors from across the 29 states had varied perspectives on what constitutes success for SSSCs.



In **more than a third** of states, directors defined success as maintaining strong collaborative relationships. Directors described the importance of alignment and partnership with various state agencies, such as the department of education and law enforcement. These directors highlighted that building relationships with education and public safety partners is crucial for aligning priorities, establishing common language, setting goals, and assisting each other in times of need. Directors also described the importance of relationships with school-based entities, such as school district administrators, SROs, teachers, and students. Through these connections, SSSCs can effectively share information related to school safety, and schools and individuals needing assistance can contact them.

In **more than a quarter** of states, directors defined success as creating safe environments. Relatedly, the progress and positive impact made by the SSSC was described as a marker of success by directors in **nearly a quarter** of the states. For instance, directors mentioned progress made on developing school safety guidance or recommendations, meeting school needs, hearing from schools that the schools know what to do in an emergency, having improved scores on school

vulnerability assessments, and implementing school safety initiatives before legislation requires them to do so.

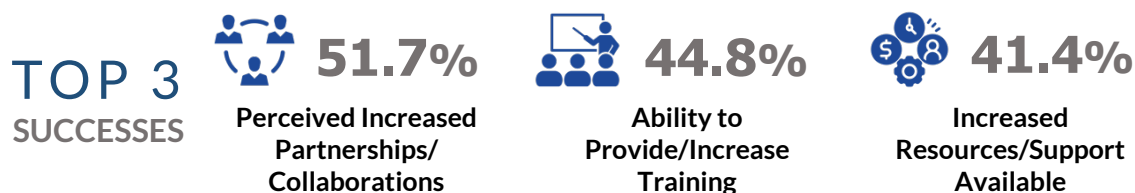
Directors also **commonly** defined success as meeting training demands (20.7%) and having stakeholders aware of and using the SSSC's services (17.2%). For example, directors described the importance of stakeholders having knowledge of the SSSC, perceiving center staff as experts, using the center's services, and putting effort into implementing changes. Other definitions of success described by directors in a **smaller proportion of states** include growing the SSSC or obtaining additional funding (13.8%) and receiving positive feedback from stakeholders (10.3%). Additionally, a director from **one** state mentioned that for their SSSC, success also relates to serving the victims of violence and ensuring justice.

"In terms of the center, success is going to look like growth over time, securing more grant funds to do more work in terms of what we're already doing and what we could be doing. We need more money to do more things. When we are able to do more, that is likely adding members to our teams and what we offer. People knowing about the center and how to access the services, for me that will be a big marker."

Directors shared a range of evaluation methods used to measure success. The **most common** evaluation methods were stakeholder feedback and statewide surveys or official data collection (41.4%), followed by training/course evaluations (31%), reports (24.2%), and compliance with state laws (20.7%). A director from **one** state used website traffic/analytics as a source of data for evaluating success.

Major Successes

When asked to describe the major successes of their centers, directors of SSSCs in **more than half** of the 29 states each indicated that increased partnerships or collaboration was among their center's successes. In **nearly half** the states, directors celebrated the ability to provide or increase training, and nearly as many celebrated the increased resources and support available for districts and schools.



Having an actual SSSC as a type of state infrastructure to support safety was a major success for directors in **more than a third** of states (34.5%). Directors also shared successes related to establishing statewide anonymous reporting or tip lines (10.3%) and meeting state mandates or laws (10.3%). Directors from **two** states (6.9%) discussed successes related to the impact of their services on schools and increased supports for parents.

The quotes below highlight major successes described by directors from **five** states in their own words:

“Forming the center has been the biggest success. Building the ground rules, the structure, meetings, and the relationships.”

“The School and Safety Program has been identified as a go-to program.”

“Our major accomplishment is that we are providing school safety training at a national level at no cost to school safety specialists in the state.”

“Integration between all of our agencies working in tandem, that was a major hurdle and paid off in dividends.”

“We almost tripled the amount of training last year and schools were more engaged. Classes were filling up. We had to add more classes and were able to do more than what we had planned.”

Challenges

Although directors have numerous successes to celebrate, they also face challenges in their work. Directors in **more than half** of the 29 states shared challenges related to COVID-19. Directors emphasized the strain that the pandemic put on schools and districts, which severely limited their SSSCs’ capacity to implement school safety efforts. In addition, the pandemic played a role in high turnover rates among administrators and school personnel, which negatively impacted the sustainability of SSSC efforts. Despite COVID-19 presenting challenges, it also presented opportunities for positive change. **One** director noted that the pandemic allowed for stakeholders to think “outside the box” regarding school safety. **Another** director shared that the pandemic and the racial social justice movement encouraged opportunities for the SSSC to connect more deeply with communities and partners. Directors in **about a third** of states also shared challenges related to collaboration or coordination and buy-in from stakeholders, districts, schools, staff, and other partners.



Other challenges noted by directors included legislation or politics (27.6%), funding (27.6%), sustainability of efforts (24.1%), lack of capacity to provide more services (17.2%), insufficient staffing (17.2%), and insufficient use of data to inform decisions or approaches (10.3%). For **nearly a quarter of** states (24.1%), directors shared other challenges, including having increased issues of violence and mental health crises in schools, lacking school-based staff to effectively focus on emergency management, keeping up with new school safety issues and trends, and developing a unique reputation outside of law enforcement.

The quotes below provide examples of challenges that centers have experienced, as described by directors from **three** states:

"Biggest challenge from school's perspective, it is capacity. They don't have capacity for [an] emergency manager or to spend the time doing this type of work."

"Policy reflects what is going on in the news a lot of the time. Every time we see a shooting, we see legislation in the next legislative session. That has always been a challenge, making sure our attention to school safety isn't just a response to a school shooting."

"I see the political nature of our country impacting our school safety. Reframing our division that we put kids first. Nothing else works unless we have school safety."

Discussion and Conclusions

The NIJ funded the study that this report is part of in order to systematically collect data that would contribute to understanding the history, characteristics, and activities of SSSCs. Results from this evaluation have the potential to influence how SSSCs are funded and structured and what activities they prioritize. The results can also enable activities associated with positive outcomes to be shared and replicated and can inform future research to examine SSSC impacts more rigorously. Ultimately, having a clearer understanding of SSSC history, characteristics, activities, and impacts provides a springboard to improving the work of SSSCs and positively influencing the safety of students and school staff.

This report is the second in a series from the evaluation by WestEd researchers; the reports in this series are intended to build on one another. Findings captured in this report are based on data from in-depth interviews with SSSC directors focused on the school safety landscape in each state, the history and structure of centers, the services offered by centers, and the centers' accomplishments and challenges. The report presents detailed activity data from SSSCs to retrospectively document the activities and services provided by each SSSC over a 1-year period. The next report will focus on stakeholder perceptions of SSSCs based on interviews with SSSC stakeholders and a survey of principals and superintendents. Collectively, these reports will inform the development of a promising practices framework for SSSCs.

The following sections outline discussion points and conclusions from this report's analysis of director interviews and activity data.

Most State Legislation Guiding SSSCs Is Focused on Emergency Management

Consistent with findings from the key informant survey presented in the first report (McKenna et al., 2021) in this series, the emergence of SSSCs has been largely driven by high-profile school safety incidents. Tragedies such as those at Columbine High School and Sandy Hook Elementary were identified by many directors as catalysts for starting their SSSCs. Directors also noted the impact of state legislation and of grant funds becoming available to fund their centers. Although not explicitly mentioned, the tragedies can be assumed to have motivated at least some state legislation and the availability of grant funds. Based on the director interviews, researchers were also able to glean additional context around state legislation already in place related to school safety. An overwhelming majority of SSSC directors shared that much legislation in their states is focused on emergency management requirements.

Based on examining these findings collectively, it makes sense that high-profile incidents would drive the creation of most centers and that most legislation would be focused on emergency management. If SSSCs were created in response to school safety incidents that have a high profile—both nationally and locally—it is reasonable that they would focus on emergency management plans, response protocols, emergency drills, and assessments. However, legislation,

policy, and practice are coalescing around the theme that responding to a tragedy is necessary but not as effective as preventing one from taking place altogether. Thus, directors noted that other topics, such as threat assessment, school policing, mental health, bullying prevention, and anonymous reporting, are also starting to appear more often in legislation. Many of these topics emphasize a preventative focus to addressing school safety as opposed to one that is reactive and focuses on how to manage the aftermath of mass shootings and other serious events. Increased legislation on these topics is likely an indication that states are looking to better define how the emerging responses to school tragedies should be implemented.

The focus on emergency management and these emerging topics is certainly warranted and relevant, but it is also interesting to note the lack of legislation focused on other issues related to school safety, such as drugs and alcohol, fighting, and school climate. That does not mean that SSSCs are not focusing on these topics but that there is a lack of state legislation encouraging them to do so. Perhaps a more comprehensive approach to school safety at a state policy level would provide SSSCs with an overarching umbrella to define and organize their work.

SSSCs Utilize Various Staffing Models and Staff With Expertise Aligned With State Legislation Requirements

SSSC directors described using a variety of staffing strategies, with most directors reporting the use of full-time staff in addition to contractors. Directors in almost half of the SSSCs also reported having “loaned” staff between state agencies.

A majority of SSSC directors shared that their staff have expertise in emergency management, mental health, and law enforcement. These areas of expertise align with the SSSC areas of focus prescribed by state legislation. Accordingly, directors described threat assessment, emergency management, mental health, anonymous reporting, and school policing as the main topics of focus for their work. It is not surprising to see a connection between state legislation and staff expertise given that SSSC directors noted that the reason they focus on the topics they do relates to stakeholder needs, requirements or guidance from legislation, and the nuances of various high-profile events.

SSSCs Likely Need Diverse Funding Sources to Conduct Their Work

A large majority of directors indicated their center was funded—at least partially—through state appropriation. This finding is important in that state-appropriated funds usually provide a more stable and reliable funding base compared to competitive grants that a center may win. Also, a large majority of SSSC directors noted that their centers have more than one funding source, including both federal and state grants. Again, a diversity of funding sources may result in a more stable funding structure that ensures SSSCs can continue to do their work for the long term.

SSSC directors described serving several audiences with these funds. Specifically, a large majority of directors reported serving educators, including school staff and campus and district

administrators. In addition, directors also noted serving law enforcement, students, parents, school board members, and mental/behavioral health professionals. Given the range of topics covered by SSSCs and the various audiences they serve, it is understandable and perhaps necessary that SSSCs have various funding sources to support different aspects of their work and a multidisciplinary staff with expertise across content areas.

Most SSSCs Provide Many Services Remotely

Data on the mode in which SSSCs provide services indicate that most SSSCs did their work remotely from a central location. This was the case for trainings, TA, and the dissemination of resources. For instance, although some SSSCs reported hosting in-person training or delivering in-person TA, most SSSCs described providing training online with live instructors; delivering TA remotely via videoconferencing, email, and/or phone; and disseminating resources electronically through email, websites, newsletters, and social media.

The remote nature of services is possibly a byproduct of the pandemic, as these data reflect activities that occurred in 2021 when the effects of the pandemic were still substantial in school settings. Alternatively, or in addition to this finding being the result of the pandemic, the remote delivery of services may be a way for state-level centers to be able to reach all the geographically spread school districts in their state. As each SSSC aims to serve an entire state, and most are still staffed with a relatively small number of personnel, providing services remotely may allow for greater reach. For those SSSCs with unreliable or smaller budgets, remote service delivery may also allow them to have a further reach with fewer resources. However, the topic, audience, and purpose of each service should be reviewed by the SSSC to determine whether the service would better lend itself to an in-person delivery, meeting, or site visit.

State Legislation and SSSC Operations Play a Role in Shaping Services

The director interviews and activity data shed light on the services offered by SSSCs. Most SSSCs provide a fair amount of training to campus and district administrators, law enforcement, and other non-law enforcement security staff. As one would assume based on topics of state legislation, center staff expertise, and focus areas for SSSCs, the most common training topics included threat assessment, emergency management, and school policing. SSSCs dedicate a sizable amount of their time to providing TA to their stakeholders, with over 60 percent of SSSCs indicating that staff spend upwards of 50 percent of their time providing TA. This TA, again in line with other data noted previously, is focused on topics such as emergency management, threat assessment, school safety law/legislation, and mental health. The TA is most often provided to campus and district administrators, law enforcement, and non-law enforcement security staff.

A large majority of SSSCs developed original resources and disseminated existing external resources. The most common types of resources developed by SSSCs were tools (resources that help end users achieve some task) and videos, with these resources focused on the areas of emergency management, mental health, and school safety law/legislation. To a lesser extent,

SSSCs reported engaging in grant administration and compliance activities. The grants administered by the SSSCs consisted of state-funded grants available mainly to local school districts. For compliance activities, a majority of SSSCs focused on reviewing training requirements, conducting required safety audits, and reviewing emergency plans. Regarding monitoring compliance, a majority of SSSCs indicated that they utilize compliance checks and withholding or denying funding as ways to monitor or encourage compliance. Notably, as with the emergence of SSSCs generally, the impetus for compliance activities was typically high-profile school safety incidents.

The strong overlap persists between state legislation, the major focus areas of SSSCs, center staff expertise, and the specific service areas and topics that SSSCs cover. State-level legislation and policy have a profound impact on the services that reach district- and campus-level staff who are working to keep their schools safe. Even more important to consider is that SSSCs and the legislation that governs their work are often the product of high-profile school safety incidents, which appear to impact the types of services provided and influence the content areas of focus. Policymakers at the state level should think carefully when crafting legislation and providing general guidance for SSSCs to ensure that the centers not only support the delivery and implementation of response efforts but also look to a more comprehensive framework that supports prevention, preparedness, mitigation, and recovery.

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Appendix A. Director Interview Protocol

Background Information

1. Before we dive into questions about your state school safety center, can you provide some information on your background, your current role, and how long you have served in this role?

School Safety Landscape in the State

2. Can you explain the school safety structure in your state, including what regulatory bodies have oversight over school safety?
3. How is the center situated within the larger state government? Is it a standalone agency? Is it an office or department within an existing agency, and if so, which agency and how does the center's work support this larger agency?
4. What laws/policies/directives are in place pertaining to school safety in your state, and how, if at all, do those influence the work of the center?
5. Are there other agencies, groups, or organizations that provide resources and services regarding school safety in your state? If so, please explain these groups, what they provide, and how the center collaborates or supports this work, if at all.

History and Structure of the Center

6. Based on what you know, tell me how your state school safety center came into existence.
 - a. *Probes: school safety events, policy, shifts in leadership, desire from stakeholders, etc.*
7. Explain to me briefly what the mission and vision of the center is.
8. Tell me about how your center is funded, specifically, where you get the funds for both staff and the work that is done. Do you consider these funding sources to be soft (meaning they must be competed for regularly and are often uncertain and not permanent) or hard?
 - a. *Probes: this could be multiple sources, including state funding, state/federal grants, private funds, etc.*
9. How is the center staffed? How many full-time staff vs. part-time staff? Do you use contractors? Are there staff who are shared with other agencies or "loaned" to the center from other agencies? What areas of expertise do center staff have?
10. Tell me about the organizational structure of the center and how it is set up to support the work. How is the work organized among the staff?

DIRECTOR INTERVIEW PROTOCOL

Services Offered by the Center

11. Can you describe the main audience(s) for the center's services?
 - a. *Probes: Teachers, safety directors, superintendents, students, parents, etc.*
12. Can you describe the primary ways in which you engage these audiences with your services?
 - a. *Probes: Website, social media, in-person events like conferences, trainings, publications, etc.*
13. What topic areas does the center focus most of their work? Why is this?
 - a. *Probes: Emergency management, bullying, school violence, mental health, school policing, drugs/substance use, etc.*
14. Tell me more about the specific services the center offers in these topic areas, such as:
 - a. Training – who conducts them, on what topics, in-person/virtual, etc.
 - b. Technical assistance – who is it provided to, in what format, etc.
 - c. Resource development – what types of resources, how are they shared, etc.
 - d. Grant administration – what grants, who can apply, where do the funds come from, etc.
 - e. Compliance of state safety requirements – what requirements, how do you monitor compliance, etc.
 - f. Others?
 - g. *Probes: You may or may not do all these activities, so feel free to share other ways you go about getting your work out.*
15. Tell me a bit about how success is defined for the center? How does the center go about evaluating its work and impact on school safety in the state? Are data collected and reported? Do you feel the center is achieving its goals?
16. What do you feel are the major accomplishments of the center in recent years? What do you feel are the major challenges the center has faced in recent years?
17. Before we finish up, is there anything else you would like to share with me about the history, structure, services of the center, or school safety in general in your state?

Appendix B. Director Interview Codebook

#	Interview Question	Code	Definitions	Subcodes
1	Before we dive into questions about your state school safety center, can you provide some information on your background, your current role, and how long you have served in this role?	All	All	<ul style="list-style-type: none"> Review content in #1 and apply codes from the codebook as needed
2	Can you explain the school safety structure in your state, including what regulatory bodies have oversight over school safety?	All	All	<ul style="list-style-type: none"> Review content in #2 and apply codes from the codebook as needed
3	How is the center situated within the larger state government?	Structure – Agency type	How the center is situated within larger state government.	<ul style="list-style-type: none"> Standalone state agency University/higher education Part of another state agency (e.g., office within SEA, SDOJ, etc.) <p><i>Note, if third subcode is applied, the next code (3b) should also be applied to indicate the specific agency it is housed within.</i></p>
3b	How is the center situated within the larger state government? Is it an office or department within an existing agency, and if so, which agency and how does the center's work support this larger agency?	Structure – State agency housing office/department	If part of a larger state agency, which agency does this office or department fall within.	<ul style="list-style-type: none"> State Education (e.g., SDOE, State Board of ED, etc.) State Emergency Management/Homeland Security State Police/Public Safety State Criminal Justice/Department of Justice
4	What law/policies/directives are in place pertaining to school safety in your state, and how, if at all, do those influence the work of the center?	Laws – Law/legislation content area	Content area of laws/policies or directives mentioned.	<ul style="list-style-type: none"> Anonymous reporting School policing Discipline School climate Bullying School violence Suicide prevention Mental health Emergency management (emergency plans, response protocols, drills, security assessments, etc.) Threat assessment Human trafficking SSSC set-up, role, and operation (e.g., the fact that the center must exist, it must do certain things, etc.) Other

DIRECTOR INTERVIEW CODEBOOK

#	Interview Question	Code	Definitions	Subcodes
5	Are there other agencies, groups, or organizations that provide resources and services regarding school safety in your state?	Agency Collaboration – Other organizations providing school safety resources and services	Other agencies, groups, or organizations that provide resources and services regarding school safety in the state.	<ul style="list-style-type: none"> Professional associations (e.g., school board associations, teacher associations/unions, superintendent associations, etc.) State education (e.g., SDOE, state board of ED, etc.) School safety commissions/task forces/advisory groups Multidisciplinary working group Federal, state, or local law enforcement Federal, state, or local mental health agencies or organizations Federal, state, or local health agencies or organizations Federal, state, or local emergency management/homeland security agencies or organizations Federal, state, or local criminal justice/justice agencies or organizations Federal, state, or local fire or emergency services agencies or organizations Elected officials Researchers/higher education Other <p><i>Note, the focus of this code is on collaboration between the SSSC and other organizations providing school safety resources and services.</i></p> <p><i>If the collaboration is discussed in the context of a multidisciplinary group, then use as many subcodes as needed to capture the partners in the group.</i></p>
5	Are there other agencies, groups, or organizations that provide resources and services regarding school safety in your state?	Agency Collaboration – Topic/content areas covered by other organizations	Resources and/or services provided by agencies, groups, or organizations.	<ul style="list-style-type: none"> Bullying Discipline Drug/alcohol/tobacco prevention Emergency management (emergency plans, response protocols, drills, security assessments, etc.) Human trafficking Mental/behavioral health School climate School policing School violence Suicide prevention Threat assessment Other <p><i>Note, the focus of this code is on collaboration between the SSSC and other organizations providing school safety resources and services.</i></p> <p><i>If multiple topics are covered by another group, multiple subcodes can be applied to cover the range of topics.</i></p>

DIRECTOR INTERVIEW CODEBOOK

#	Interview Question	Code	Definitions	Subcodes
5	Are there other agencies, groups, or organizations that provide resources and services regarding school safety in your state?	Agency Collaboration - Type of collaboration with other organizations	How collaboration between agencies, groups, or organizations to support school safety in the state occurs.	<ul style="list-style-type: none"> • Training/presentation delivery • Inter-agency collaboration and coordination (e.g., co-hosting trainings, co-planning of initiatives, etc.) • Sharing/exchanging information internally (e.g., sharing anonymous tips, sharing questions from stakeholder that pertain to the other, etc.) • Co-branding/sharing information externally (e.g., joint newsletter) <p><i>Note, the focus of this code is on collaboration between the SSSC and other organizations providing school safety resources and services.</i></p> <p><i>If multiple types of collaboration occur with another group, multiple subcodes can be applied to cover the range of collaboration activities.</i></p>
6	Based on what you know, tell me how your state school safety center came into existence.	History - School safety center existence	History/context regarding creation of state school safety center.	<ul style="list-style-type: none"> • Legislation • High-profile incident (student suicide, school shooting, etc.) • Existing center/office that evolved into a center • Grant funding • Need/advocacy from stakeholders • Other <p><i>Note, in some cases multiple subcodes may apply. For instance, if legislation created the center following a high-profile incident, both subcodes can be applied to the same text.</i></p>
7	Explain to me briefly what the mission and vision of the center is.	Mission/Vision - School safety center	Mission and vision of the school safety center.	<ul style="list-style-type: none"> • Create safer school environments • Provide resources/training/education • Improve student academic performance • Serve as school safety “hub” • Other
8	Tell me about how your center is funded, specifically where you get the funds for both staff and the work that is done.	Funding - Sources for staff/work	Funding sources for school safety center for both staff and the work that is done.	<ul style="list-style-type: none"> • State appropriated funding • State grant funding • Federal grant funding • Private funding • Other

DIRECTOR INTERVIEW CODEBOOK

#	Interview Question	Code	Definitions	Subcodes
9a 9b 9c 10	<p>How is the center staffed?</p> <p>a. How many full-time vs. part-time staff?</p> <p>b. Do you use contractors?</p> <p>c. Are there staff that are shared with other agencies or “loaned” to the center from other agencies?</p> <p>Tell me about the organizational structure of the center and how it is set up to support the work. How is the work organized among the staff?</p>	Staffing – Description	Description of staffing at school safety center including quantity of full-time/part-time staff and utilization of contractors or staff that are shared with other agencies.	<ul style="list-style-type: none"> • # of staff • # full-time • # part-time • Contractor utilization • Shared/loaned staff • Other <p><i>Note, coders should also review responses to question #10 and apply this code as appropriate.</i></p>
9d 10	<p>How is the center staffed?</p> <p>What areas of expertise do center staff have?</p> <p>Tell me about the organizational structure of the center and how it is set up to support the work. How is the work organized among the staff?</p>	Staffing – Areas of expertise	Areas of expertise for staff at school safety center.	<ul style="list-style-type: none"> • Emergency Management/Response • Mental/Behavioral Health • School Administration • Law Enforcement/Criminal Justice • Education • Threat Assessment • Research and Evaluation • School Climate • Other <p><i>Note, coders should also review responses to question #10 and apply this code as appropriate.</i></p>
11	Can you describe the main audience(s) for the center's services?	Target Audience – Type of stakeholder	Main audience intended for the center's services.	<ul style="list-style-type: none"> • School-level personnel (e.g., teachers, counselors, etc.) • School administrators (e.g., principal, assistant principal) • District staff/administrators (safety directors, superintendent) • Students • Parents • Law enforcement/first responders • Mental/behavioral health staff • School board members • Other
12	Can you describe the primary ways in which you engage these audiences with your services?	Target Audience – Engagement strategies	Primary ways that target audience is engaged in center's services.	<ul style="list-style-type: none"> • Website • Social media • Newsletters • Emails/phone calls • Conferences • Trainings/presentations • Meetings/word-of-mouth • Other

DIRECTOR INTERVIEW CODEBOOK

#	Interview Question	Code	Definitions	Subcodes
13	What topic areas does the center focus most of their work?	Topic Areas - Safety center focus	Topic areas that the center focuses most of its work.	<ul style="list-style-type: none"> • School policing • Discipline • School climate/social-emotional learning • Drug/alcohol/tobacco prevention • Bullying • School violence • Suicide prevention • Mental/behavioral health • Emergency management/response (emergency plans, response protocols, drills, security assessments, etc.) • Threat assessment • Human trafficking • Anonymous reporting/tip line management • Other
13a	What topic areas does the center focus most of their work? a. Why is this?	Topic Areas - Reasons for focus of safety center	Center's reasons for its focus in specific topic area(s).	<p>Needs-based (e.g., data collection [whether required to be reported/collected or through the center's own desires], requests, etc.)</p> <p>Legislation</p> <p>High-profile incident (student suicide, school shooting, etc.)</p> <p>Being proactive/prevention</p> <p>Improve school climate</p> <p>Other</p>
14a	Tell me more about the specific services the center offers in these topic areas, such as: a. Training - who conducts them, on what topics, in-person/virtual, etc.?	Training Services - Topic areas covered through training	Topics of trainings provided by the center.	<ul style="list-style-type: none"> • School policing • Discipline • School climate/social-emotional learning • Drug/alcohol/tobacco prevention • Bullying • School violence • Suicide prevention • Mental/behavioral health • Emergency management/response (emergency plans, response protocols, drills, security assessments, etc.) • Threat assessment • Human trafficking • Anonymous reporting • Other

DIRECTOR INTERVIEW CODEBOOK

#	Interview Question	Code	Definitions	Subcodes
14b	<p>Tell me more about the specific services the center offers in these topic areas, such as:</p> <p>b. Technical assistance – who is TA provided to, in what format, etc.?</p>	<p>Technical Assistance Services – Format of TA</p>	<p>Format of technical assistance (TA) provided by center in topic areas.</p>	<ul style="list-style-type: none"> • Phone • E-mail • Meetings/site visits • Developing/providing resources (e.g., making referrals) • Input/feedback on safety/emergency plans • Providing a service (e.g., Vulnerability assessment, facilities assessment) • Coaching/capacity building (e.g., ongoing support and advice around a specific issue or problem) • Other
14c	<p>Tell me more about the specific services the center offers in these topic areas, such as:</p> <p>c. Resource development – what types of resources, how are they shared, etc.?</p>	<p>Resource Development Services – Types of resources developed</p>	<p>Types of resources developed by center in topic areas.</p>	<ul style="list-style-type: none"> • Model policies/protocols/plans • Templates • Checklists/flowcharts • Implementation guides/toolkits • Factsheets • Other
14c	<p>Tell me more about the specific services the center offers in these topic areas, such as:</p> <p>c. Resource development – what types of resources, how are they shared, etc.?</p>	<p>Resource Development Services – Developed or shared existing resources</p>	<p>Whether or not the center develops original resources internally and/or identifies and shares existing resources from external groups.</p>	<ul style="list-style-type: none"> • Develops original resources internally • Shares existing resources from external groups
14c	<p>Tell me more about the specific services the center offers in these topic areas, such as:</p> <p>c. Resource development – what types of resources, how are they shared, etc.?</p>	<p>Resource Development Services – How resources are shared</p>	<p>Method of resource dissemination by center in topic areas.</p>	<ul style="list-style-type: none"> • Website • Social media • Newsletters • Emails/phone calls • Conferences • Trainings/presentations • Meetings • Through partner agencies/organizations • Other

DIRECTOR INTERVIEW CODEBOOK

#	Interview Question	Code	Definitions	Subcodes
14d	Tell me more about the specific services the center offers in these topic areas, such as: d. Grant administration – what grants, who can apply, where do the funds come from, etc.?	Grant Administration Services – Grant focus areas	Content areas in which grants are focused.	<ul style="list-style-type: none"> • General school safety (e.g., grants that can cover a wide range of general school safety areas – “safe schools grants”) • Threat assessment • SRO/law enforcement • Mental health • School climate • Other <p><i>Note, this code is focused on grants that the SSSC administers and gives out to others. Not grants they may receive to carry out their work.</i></p> <p><i>As an example, “general school safety” grants are ones that cover a wide range of topics or give districts the discretion to choose how the funds are used. “Other” grants should be applied when the grant focuses on a specific topic, but there is not an existing code that would apply.</i></p>
14d	Tell me more about the specific services the center offers in these topic areas, such as: d. Grant administration – what grants, who can apply, where do the funds come from, etc.?	Grant Administration Services – Where funds come from for grants	Source of funds received by center for grant administration.	<ul style="list-style-type: none"> • State funds • Federal funds • Other
14e	Tell me more about the specific services the center offers in these topic areas, such as: e. Compliance of state safety requirements – what requirements, how do you monitor compliance, etc.?	Compliance Services – Compliance requirements for school districts	The requirements placed on local school districts through legislation, rules, and/or policy regarding safety.	<ul style="list-style-type: none"> • Required data reporting (e.g., discipline data, “audit” data, violent incidents, etc.) • Required safety drills (e.g., must do specific drills) • Submission of school safety plan/emergency plans • Required safety reviews/assessments (e.g., must conduct safety assessments) • Required safety personnel (e.g., must have safety coordinator, threat assessment teams, etc.) • Other <p><i>Note, this code relates to the compliance requirements placed on local districts and schools, not any requirements placed on the SSSC.</i></p>
14e	Tell me more about the specific services the center offers in these topic areas, such as: e. Compliance of state safety requirements – what requirements, how do you monitor compliance, etc.?	Compliance Services – How compliance is monitored/enforced	Methods of monitoring/enforcing compliance by the center.	<ul style="list-style-type: none"> • Loss of funding/withhold funds • Compliance checks • Corrective action plans • Tracking checklist • Compliance teams • Compliance is not monitored • Other

DIRECTOR INTERVIEW CODEBOOK

#	Interview Question	Code	Definitions	Subcodes
14f	Tell me more about the specific services the center offers in these topic areas, such as: f. Others?	Other Services – Other services offered by the center	Other services provided by the center in topic areas.	<ul style="list-style-type: none"> • Operation of anonymous reporting/tip line • Information sharing among stakeholders • Crisis response • Other
15	Tell me a bit about how success is defined for the center?	Defining Center Success – Definition	Definition of success for the center.	<ul style="list-style-type: none"> • Meeting training demands • Collaborative relationships • Creating safe environments • Positive feedback from stakeholders • Growth of the SSSC/additional funding • Other
15a	Tell me a bit about how success is defined for the center? a. How does the center go about evaluating its work and impact on school safety in the state?	Defining Center Success – Evaluation methods	Evaluation methods used to determine impact on school safety in the state.	<ul style="list-style-type: none"> • Training/course evaluations to collect feedback • Stakeholder feedback • Statewide surveys/official data collection • Reports • Website traffic/analytics • Compliance with state laws • Other
16	What do you feel are the major accomplishments of the center in recent years?	Accomplishments – School safety center	Major accomplishments of the center in recent years.	<ul style="list-style-type: none"> • Able to provide/increase training • Establishment of emergency/crisis response standards • Establishment of a statewide anonymous reporting/tip line • Increased partnerships/collaboration • Increased resources/support available for districts/schools • State mandates/laws being met • Having an actual SSSC/state infrastructure to support safety • Other
16a	What do you feel are the major accomplishments of the center in recent years? a. What do you feel are the major challenges the center has faced in recent years?	Challenges – School safety center	Major challenges faced by the center in recent years.	<ul style="list-style-type: none"> • Staffing • Capacity to provide more services • Funding • Buy-in from stakeholder, districts, schools, staff, etc. • Covid-19 pandemic • Collaboration/coordination • Using data to inform our decisions/approaches • Sustainability of efforts • Legislation/politics • Other

Appendix C. Activity Data Collection: Qualtrics Survey

Thank you for participating in this NIJ-funded project on State School Safety Centers! For this part of the study, we will be collecting preliminary information about your center's activities between **January 1, 2021, and December 31, 2021**, in the following categories:

- **Trainings:** Any event, regardless of the length of time, delivered to individuals that is aimed at providing awareness/knowledge and/or skills to build competence and improve effectiveness in particular areas or topics. Training can be provided in-person or remote (telephone, email, Zoom, etc.).
- **Technical Assistance (TA):** The process of providing targeted support to an organization (e.g., school district) with a defined need or problem, often aimed at building the capacity of an organization by providing one-on-one consultation and/or resources specific to the problem or need. Assistance can be provided in-person or remote (telephone, email, Zoom, etc.).
- **Resources:** Original resources developed by your center. Resources may include educational materials (e.g., research briefs, infographics, and other awareness type information), tools (e.g., checklists, toolkits), videos (e.g., posted recordings of past trainings/webinars, etc.), etc.
- **Compliance:** Compliance activities include those that are aimed at ensuring local school districts are following legal requirements or rules outlined by a legislative body with such authority. These activities might include reviewing emergency plans for required information, reviewing data collected, or conducting site visits/assessments.
- **Grant Administration:** This does not include grants received by the center to carry out specific activities of the center. Rather, grant administration activities include providing funds to other organizations, such as school districts or local communities, to support school safety work, with oversight and administration done by the center.

This survey will ask you for general information that we will use to create a more detailed data collection tool (i.e., Smartsheets) tailored to your center's reported activities. In that tool you will be able to provide more detail and context about the activities you report. This survey should take approximately 20 minutes to complete. We strongly encourage you to review the survey questions in the PDF sent to your email ahead of time because in some cases, you will not be able to navigate back to a previous question after answering it. If for some reason you need to change an answer, and cannot navigate back to that question, please feel free to email your WestEd contact.

Once you complete this survey, your WestEd contact will be in touch within the next two weeks to provide you access to your customized activity reporting tool housed in Smartsheets.

If you have any questions about this survey, please reach out to your WestEd contact (their contact information is included in your initial email).

ACTIVITY DATA COLLECTION: QUALTRICS SURVEY

TRAINING

1. Between January 1, 2021, and December 31, 2021, did your SSSC host any **training events** (whether delivered in-person or online)?

Training events are defined as any event, regardless of the length of time, delivered to individuals that is aimed at providing awareness/knowledge and/or skills to build competence and improve effectiveness in particular areas or topics. Training can be provided in-person or remote (telephone, email, Zoom, etc.).

- Yes
 No (skip to TA section)

2. How many **training events** were conducted between January 1, 2021, and December 31, 2021? This number should include both in-person and online training events and conference events.

Individual training events could be part of a day, a full day, or multiple days, but there is a focus on a prescribed curriculum around a topic or set of topics.

Conferences are single day or multi-day events that allow the participant to select certain sessions and engage in other networking activities.

Please enter the total number of training events conducted:

3. Is there anything else you would like to share generally related to **training events** offered by your SSSC?

- Yes (please describe) _____
 No

TECHNICAL ASSISTANCE

4. Between January 1, 2021, and December 31, 2021, did your SSSC provide any **technical assistance** to other organizations (e.g., local school districts)?

Technical assistance is the process of providing targeted support to an organization (e.g., school district) with a defined need or problem, often aimed at building the capacity of an organization by providing one-on-one consultation and/or resources specific to the problem or need. Assistance can be provided in-person or remote (telephone, email, Zoom, etc.).

ACTIVITY DATA COLLECTION: QUALTRICS SURVEY

- Yes
- No (skip to Resources section)

5. Does your SSSC formally track/document ANY of the **technical assistance** it provides?

Note: “Formally tracked/documented” could be anything from handwritten logs to an online database where information such as the date of the assistance, type of assistance, topic area of assistance, etc., are captured.

- Yes
- No (skip to Technical Assistance – Informal section)

6. How many instances of **technical assistance** occurred between January 1, 2021, and December 31, 2021, that were formally documented?

7. Was there any other **technical assistance** provided by your SSSC between January 1, 2021, and December 31, 2021, that was NOT formally documented (e.g., assistance was provided, but information such as the date, topic, and type of assistance were not formally documented)?

- Yes
- No (Skip to Resources section)

TECHNICAL ASSISTANCE – Informal

Understanding that **technical assistance** is not always formally tracked, and at times can occur more informally, please answer the following items generally about **technical assistance** that is provided by your SSSC that is not formally documented:

8. What percentage of SSSC staff time do you estimate was spent on providing **technical assistance** between January 1, 2021, and December 31, 2021?

- 0-10%
- 11-25%
- 26-50%
- 51-75%
- 76-100%

ACTIVITY DATA COLLECTION: QUALTRICS SURVEY

9. Rank the top three (3) recipient groups of the **technical assistance** provided by your SSSC between January 1, 2021, and December 31, 2021?
- Local law enforcement (e.g., municipal police/sheriff, assigned SROs, school police officers, etc.)
 - State or regional law enforcement (e.g., state police)
 - Non-law enforcement school safety professional (e.g., security guards)
 - Fire/EMS
 - Campus/district administrator
 - City/county emergency management
 - School-based mental health professional
 - Community-based mental health professional
 - School district staff (non-administrator)
 - State/local official
 - Other (please specify)
10. Rank the top three (3) topics in which **technical assistance** was provided between January 1, 2021, and December 31, 2021?
- School policing
 - Bullying
 - School violence
 - Mental health
 - Drugs/alcohol/substance use
 - Digital/internet safety
 - Emergency management (emergency plans, response protocols, drills, security assessments, etc.)
 - Youth advocacy/development
 - Threat assessment
 - School safety law/legislation
 - Human trafficking
 - Other (please specify/describe)

ACTIVITY DATA COLLECTION: QUALTRICS SURVEY

11. Estimate the percentage of **technical assistance** between January 1, 2021, and December 31, 2021, that utilized each modality listed below (the percentages for each should sum to 100%).

Email: _____

Phone: _____

Zoom/Videoconferencing: _____

On-site visit: _____

Other (please specify): _____

Total: _____

12. Estimate the percentage of **technical assistance** between January 1, 2021, and December 31, 2021, initiated by each circumstance listed below (the percentages for each should sum to 100%).

Organization or individual in need of assistance contacted the center: _____

The center identified the organization in need of assistance (e.g., through data collection): _____

A partner agency contacted the center to support another organization in need of support: _____

Other (please specify): _____

Total: _____

RESOURCES

13. Between January 1, 2021, and December 31, 2021, did your SSSC develop any original resources to serve stakeholders (whether in print or electronic)?

Resources may include educational materials (e.g., research briefs, infographics, and other awareness type information), tools (e.g., checklists, toolkits), videos, etc. You should include any ongoing/existing resources that might have been originally developed outside of this past year, but were updated between January 1, 2021, and December 31, 2021.

Do not include any resources developed by others that may have been posted or shared by the SSSC or staff.

Yes

No (skip to #15)

14. How many original resources were developed by your SSSC between January 1, 2021, and December 31, 2021?

ACTIVITY DATA COLLECTION: QUALTRICS SURVEY

15. Does your SSSC disseminate resources developed by other organizations, such as reports, facts sheets, tools, etc.?

- Yes
 No (skip to Compliance section)

16. Is there a formal vetting process for resources developed by other organizations to guide what is disseminated by your SSSC?

- Yes
 No

17. How are these resources developed by other organizations disseminated (check all that apply)?

- Website
 Newsletter
 Social media
 Sent electronically to specific stakeholder groups (e.g., via email or document sharing platform/portal)
 Print (e.g., mailed, passed out at an event, etc.)
 Other (please specify) _____

COMPLIANCE

18. Between January 1, 2021, and December 31, 2021, did your SSSC engage in any **compliance related activities**?

Compliance activities include those that are aimed at ensuring local school districts are following legal requirements or rules outlined by a legislative body with such authority. These activities might include reviewing emergency plans for required information, reviewing data collected, or conducting site visits/assessments.

- Yes
 No (skip to Grant Administration section)

19. Between January 1, 2021, and December 31, 2021, how many different **compliance related activities** did your SSSC engage in?

For instance, if you reviewed emergency plans for all districts in the state or a subset of districts to ensure compliance with state requirements, that would be one activity. But, if you reviewed emergency plans for compliance with state requirements and conducted safety

ACTIVITY DATA COLLECTION: QUALTRICS SURVEY

assessments of district facilities to assess compliance with state physical safety requirements, that would be two activities.

GRANT ADMINISTRATION

20. Between January 1, 2021, and December 31, 2021, did your SSSC engage in any **grant administration activities**?

Note, this does not include grants received by the SSSC to carry out specific activities of the center. Rather, grant administration activities include providing funds to other organizations, such as school districts or local communities, to support school safety work, with oversight and administration done by the SSSC.

- Yes
 No (skip to #22)

21. Between January 1, 2021, and December 31, 2021, how many different **grant funds/programs** did your SSSC **administer**?

*For instance, if you had one granting program that allowed you to disseminate funds to up to 25 school districts for them to improve access control to their buildings, that would be **one** fund/program the SSSC administered. But, if you had that program, and also another grant program that allowed you to provide funds to districts for them to develop and implement activities related to improving climate, that would be a **separate fund/program**. However, if both types of activities were allowable under the same program/fund, and districts could apply to do either, it would be **one** program.*

22. Are there any other activities that your SSSC engaged in between January 1, 2021, and December 31, 2021, that were not captured as part of this survey already?

- No
 Yes (please describe) _____

ACTIVITY DATA COLLECTION: QUALTRICS SURVEY

23. We realize that your activities and/or how you deliver/disseminate many of your activities may have changed over the last several years due to the COVID-19 pandemic. Describe what adjustments were made to your activities and/or how activities were delivered this past year in comparison to how they were delivered prior to the pandemic.

Example: More online trainings than normal, less in person trainings than normal, more participants/greater reach due to virtual format, change in the types of training offered (less hands-on and more awareness focused), etc.

Thank you for taking this preliminary survey, clicking the next arrow will submit your response.

Next Steps: You will hear from your WestEd contact within the next 2 weeks about phase 2 of SSSC activity data collection. This phase will collect more detailed data about the activities of your center via an online spreadsheet (i.e., Smartsheets). If you have any questions prior to us reaching back out, please do not hesitate to contact us.

Appendix D. Activity Data Collection: Smartsheet

TRAINING

Please provide the following for each training event your SSSC conducted from January 1, 2021, to December 31, 2021:

- Name of training event
 - Enter the name
- Training Start Date
 - Enter month, day(s), and year the training occurred
- Training End Date
 - Enter month, day(s), and year the training occurred
- Length of Training (# of hours) - *Please, round the number of hours to the nearest half hour. For instance, if the training lasted 4 hours and 25 minutes, you would enter 4.5 hours.*
 - Enter total number of hours
- Description of Training Event - *Provide a brief description of the training event, including its purpose/aim.*
 - Enter a description and purpose
- Training Type - *Individual training events: Single day or multi-day events with a focus on a prescribed curriculum around a topic or set of topics. Conferences: Single day or multi-day events where participants select sessions and engage in networking activities.*
 - Individual training event
 - Individual training event, but hosted in conjunction with a larger conference event
 - Conference event
- Training Modality - *Please, select the modality of the training event (select all that apply).*
 - In-person
 - Online, with live instructors
 - Online, pre-recorded, or a recorded copy of a live training for later viewing
- # of Participants
 - Enter the total number of participants
- Types of Participants - Column Description: Please select the types of participants who were served through this training event (select all that apply).
 - Local law enforcement (e.g., municipal police/sheriff, assigned SROs, school police officers, etc.)
 - State or regional law enforcement (e.g., state police)
 - Non-law enforcement school safety professional (e.g., security guards)
 - Fire/EMS
 - Campus/district administrator
 - City/county emergency management
 - School-based mental health professional
 - Community-based mental health professional

ACTIVITY DATA COLLECTION: SMARTSHEET

- School district staff (non-administrator)
- State/local official
- Parents
- Students
- Other (please specify)
- Training Topic(s) - *Please select the topic(s) the training event covered (select all that apply).*
 - School policing
 - Bullying
 - School violence
 - Mental health
 - Drugs/alcohol/substance use
 - Digital/internet safety
 - Emergency management (emergency plans, response protocols, drills, security assessments, etc.)
 - Youth advocacy/development
 - Threat assessment
 - School safety law/legislation
 - Human trafficking
 - Other (please specify/describe)
- Presenter(s)/Instructor(s) - *Please select who presented/instructed at the training event (select all that apply).*
 - Center staff
 - A partner government agency (please specify)
 - A non-government partner agency (please specify)
 - Contractor/subject matter expert
 - Other (please specify)
- Funding Source(s) - *Please select the funding source(s) for this training event (select all that apply).*
 - State grant funds
 - Federal grant funds
 - State budget
 - Other (please specify)
- Notes - *If needed, please provide any additional information regarding the training.*
 - Enter any notes

TECHNICAL ASSISTANCE (TA)

Please provide the following information for each technical assistance (TA) instance between January 1, 2021, and December 31, 2021:

- Date TA was Initiated - *Please select the date the TA started.*
 - Enter the month, day(s), and year the TA was provided

ACTIVITY DATA COLLECTION: SMARTSHEET

- Primary Recipient(s) of TA - *Select the primary recipient(s) of the technical assistance (select all that apply).*
 - Local law enforcement (e.g., municipal police/sheriff, assigned SROs, school police officers, etc.)
 - State or regional law enforcement (e.g., state police)
 - Non-law enforcement school safety professional (e.g., security guards)
 - Fire/EMS
 - Campus/district administrator
 - City/county emergency management
 - School-based mental health professional
 - Community-based mental health professional
 - School district staff (non-administrator)
 - State/local official
 - Other (please specify)
- How Need for TA was Initiated
 - Organization in need of assistance contacted the center
 - The center identified the organization in need of assistance
 - A partner agency contacted the center to support another organization in need of support
 - I do not know
 - Other (please specify)
- TA Modality - *Please, select the modality of the TA (select all that apply).*
 - Email
 - Phone
 - Zoom/Videoconferencing
 - On-site visit
 - I do not know
 - Other (please specify)
- Type of TA Provided - *Select the specific type/purpose of the TA that was provided (select all that apply).*
 - Answer a question/provide guidance
 - Support with an urgent issue
 - Develop a recourse (e.g., check list, form, etc.)
 - Provide small group/individualized training
 - Other (please specify)
- TA Topic(s) - *Select the topic(s) that were covered for this TA (select all that apply).*
 - School policing
 - Bullying
 - School violence
 - Mental health
 - Drugs/alcohol/substance use
 - Digital/internet safety
 - Emergency management (emergency plans, response protocols, drills, security assessments, etc.)

ACTIVITY DATA COLLECTION: SMARTSHEET

- Youth advocacy/development
- Threat assessment
- School safety law/legislation
- Human trafficking
- I do not know
- Other (please specify/describe)
- TA Intensity - *Indicate the intensity of this TA by selecting the estimated amount of time that was spent on this TA instance: Low (Less than 2 hours); Medium (2-8 hours); High (More than 8 hours)*
 - Low
 - Medium
 - High
- TA Provider(s) - *Select the TA provider(s) from the list provided (select all that apply).*
 - Center staff
 - A partner government agency (please specify)
 - A non-government partner agency (please specify)
 - Contractor
 - I do not know
 - Other (please specify)
- Outcome of TA - *Select the outcome of the TA provided.*
 - Assistance provided resolved the issue/need
 - Assistance provided was unable to resolve the issue/need
 - Referred to another organization/agency for assistance
 - Assistance is ongoing
 - I do not know
 - Other (please specify)
- Notes - *If needed, please provide any additional information regarding the TA.*
 - Enter any notes

RESOURCES

Please provide the following information for each original resource developed by your SSSC between January 1, 2021, and December 31, 2021:

- Title of Resource - *Please provide the title of the original resource developed by your center.*
 - Enter the name of the resource
- Month Published/Made Available - *Provide the month the resource was published/made available. If the resource was updated in that year, provide the month the new version was updated and made available.*
 - Select month from a drop-down list of months, January through December
- Briefly describe the resource - *Provide a brief description of the resource.*
 - Provide a description

ACTIVITY DATA COLLECTION: SMARTSHEET

- Purpose Resource - *Please select the purpose(s) of creating the resource (select all that apply).*
 - Legislative requirements
 - To fulfill a technical assistance request
 - A need identified by the SSSC or partner organization (e.g., through data collection and/or compliance activity)
 - Grant/project deliverable
 - Community outreach/marketing
 - Other (please specify)
- Resource Type - *Select the type of resource created.*
 - Report/brief
 - Model procedures/policy/standards
 - Newsletter
 - Factsheet
 - Tool (resources that help school systems complete a task – an assessment, templates, etc.)
 - Video
 - Other (please specify)
- Resource Topic(s) - *Please select the topic(s) the resource covered (select all that apply).*
 - School policing
 - Bullying
 - School violence
 - Mental health
 - Drugs/alcohol/substance use
 - Digital/internet safety
 - Emergency management (emergency plans, response protocols, drills, security assessments, etc.)
 - Youth advocacy/development
 - Threat assessment
 - School safety law/legislation
 - Human trafficking
 - Other (please specify/describe)
- Audience of Resource - *Select the intended audience for the resource (select all that apply).*
 - Local law enforcement (e.g., municipal police/sheriff, assigned SROs, school police officers, etc.)
 - State or regional law enforcement (e.g., state police)
 - Non-law enforcement school safety professional (e.g., security guards)
 - Fire/EMS
 - Campus/district administrator
 - City/county emergency management
 - School-based mental health professional
 - Community-based mental health professional
 - School district staff (non-administrator)
 - State/local official
 - Parents

ACTIVITY DATA COLLECTION: SMARTSHEET

- Students
- Other (please specify)
- Dissemination of Resource - *Please select the method(s) by which the resource was disseminated (select all that apply).*
 - Posted online/website
 - Newsletter
 - Sent electronically to specific stakeholder groups (e.g., via email or document sharing platform/portal)
 - Print (e.g., mailed, passed out at an event, etc.)
 - Other (please specify)
- Resource Link - *If available, please provide a link to the resource.*
 - Enter URL link
- Willing to Share - *If no link is available, would you be willing to share a copy of the resource in another format (hardcopy, email, etc.)?*
 - Yes
 - No
- Notes - *If needed, please provide any additional information regarding the resource.*
 - Enter any notes

COMPLIANCE

Please provide the following information for each compliance related activity performed between January 1, 2021, and December 31, 2021:

- Name of Compliance Activity - *Please enter the name of this compliance activity (e.g., emergency operations plan review).*
 - Enter a name
- State Law or Requirement - *Please enter the applicable state statute or code, or briefly describe the state law or requirement for which compliance is being assessed.*
 - Enter description
- Actions to Address Non-compliance - *Please enter the applicable state statute or code or describe the actions the state law or requirement outlines for follow-up to address non-compliance. If there is a range of follow-up, please describe all of the actions.*
 - Enter description
- Starting Date of State Law/Requirement - *Please enter the month and year this state law or requirement went into effect.*
 - Enter month and year
- Description of Compliance Process - *Briefly describe the process the center uses for collecting, reviewing, and ensuring compliance with this law or requirement.*
 - Enter description

ACTIVITY DATA COLLECTION: SMARTSHEET

- Extent of Activity - *Describe the extent of this activity (i.e., number of plans reviewed, and/or number of districts assessed) between January 1, 2021, and December 31, 2021*
 - Enter description
- Staff Time Spent on Compliance Activity - *Please select the estimated percentage range of center staff time spent on this compliance activity between January 1, 2021, and December 31, 2021.*
 - 0-10%
 - 11-25%
 - 26-50%
 - 51-75%
 - 76-100%
- Notes - *Please provide anything else you would like to share about this compliance activity.*
 - Enter any notes

GRANT ADMINISTRATION

Please provide the following information for each grant your SSSC administered between January 1, 2021, and December 31, 2021:

- Name of Grant Fund/Program - *Please provide the name of the grant fund or program.*
 - Enter the name
- Purpose of Grant Fund/Program - *Briefly describe the purpose of the grant fund or program.*
 - Enter the purpose
- Start Date of Grant Fund/Program - *Please enter the month and year this grant program started.*
 - Enter date
- Eligible Recipients - *Select who is eligible to receive the grant funds/participate in the program (select all that apply).*
 - Local school districts
 - Local towns/cities
 - Law enforcement agencies
 - Individual educators (e.g., for professional development)
 - Other state agencies
 - Other (please specify)
- Source of Grant Funding - *Select the funding source(s) of this grant/program (select all that apply).*
 - Federal funds
 - State/legislative funds
 - Private funds
 - Other (please specify)

ACTIVITY DATA COLLECTION: SMARTSHEET

- Total Annual Funding - *Enter the total annual amount of funding allocated and administered under this grant/program.*
 - Enter total funding amount
- Number of Awards - *Enter the number of awards made under this grant/program between January 1, 2021, and December 31, 2021.*
 - Enter number of awards
- Method of Funding Allocation - *Select the method by which funds are allocated for this grant fund/program.*
 - Formula (e.g., all school districts receive a portion based on student enrollment or other factors)
 - Fixed dollar amount (e.g., all school districts receive the same amount)
 - Competitive application process
 - Based on an identified need
 - Other (please specify)
- Type(s) of Activity/ies - *Select the specific activity/ies the center supports in administering this grant/program (select all that apply).*
 - Review of competitive applications
 - Funding decisions/recommendations on competitive applications
 - Financial accounting/monitoring of expenses
 - Progress monitoring toward grant goals
 - Follow-up/evaluation
 - Other (please specify)
- Notes - *Please note any other information relevant to this grant fund/program not already included.*