WestEd
Justice & Prevention
RESEARCH CENTER

RESEARCH AND EVALUATION ON SCHOOL SAFETY: PERCEPTIONS OF STATE SCHOOL SAFETY CENTER SUPPORTS AND SERVICES

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Introduction

This report is the third in a series that highlights findings from an evaluation of State School Safety Centers (SSSCs) 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 education agency staff, policymakers) to shed light on current SSSC contexts and the history of SSSCs across the country (McKenna et al., 2021). The second report used data from in-depth interviews with SSSC directors and detailed activity data from SSSCs to describe the characteristics, practices, structures, and services of current centers to examine variation in their landscape, structure, and activities (McKenna et al., 2023). Building on these first two reports, this report explores the perceived impacts and outcomes associated with SSSCs from the perspectives of a variety of key partners, including policymakers, superintendents, principals, school resource officers (SROs), and others involved in school safety efforts in each state, who engage with their states' SSSC services.

Background

Tragedies such as those that transpired in 2018 at Marjory Stoneman Douglas High School in Florida and at 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 intensified that concern. 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 created task forces or commissions to examine school safety and by the fact that nearly every state passed legislation to address school safety in response to the Parkland massacre (e.g., Petrosino et al., 2018). 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). According to the K12 School Shooting Database, there were 300 school shooting incidents (incidents involving a shooting on school grounds) in 2022, the largest number of school shootings ever recorded in a single year. This number exceeds the 250 incidents in 2021 (Modan & Arundel, 2022).

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; as far back as the 1970s, the Office of Juvenile Justice and Delinquency Prevention sponsored a "national" school safety center. More recently, the U.S. Department of Justice's Bureau of Justice Assistance (BJA), through its STOP School Violence Training and TA Program, created a National Center for School Safety to provide training and TA across the spectrum of national, evidence-based school violence prevention efforts (BJA, 2019b).

SSSCs generally seek to serve as centralized state units that provide a wide range of services to stakeholders to enhance the safety and security of schools in their jurisdictions (National Crime Prevention Council, n.d.). 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 established an SSSC in 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 BJA, which recently awarded over $12 million to support grant awards to create or enhance SSSCs in 12 states (BJA, 2019a).

Despite state and federal interest in developing and implementing SSSCs, the exact number of SSSCs has been largely unknown. For instance, the National Crime Prevention Council currently lists 20 states with SSSCs (National Crime Prevention Council, n.d.), but a review carried out by the NIJ in 2016 suggests that as many as 48 states have SSSCs (Carlton et al., 2017). The variation in these counts may be due to the lack of a uniform definition distinguishing what an SSSC is 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, such as the center structure, funding, staffing, and activities. A clear finding from this work was that many states have implemented SSSCs. More than 65 percent of states responding to the survey reported having an SSSC, a majority of SSSCs were established in the past decade, and respondents shared that a majority of SSSCs were

initiated because of state legislation requiring the creation of a center, often in response to school violence incidents with high national profiles. The full report can be accessed [online from the Office of Justice Programs](#).

The second report from this evaluation study used data from in-depth interviews with SSSC directors and detailed activity data from SSSCs for a 1-year period to describe the characteristics, practices, structures, and services of current SSSCs and to examine variation in SSSC landscape, structure, and activities (McKenna et al., 2023). Findings from these interviews indicated that most state legislation guiding SSSCs is focused on emergency management and that these legislative requirements, along with SSSC operations, play a role in shaping services offered by SSSCs. Additionally, SSSCs utilize various staffing models and staff with expertise aligned with those state legislation requirements. Finally, SSSCs likely need diverse funding sources to conduct their work, and many provide services remotely. The full report can be accessed online from the [WestEd Justice & Prevention Research Center website](#).

Many important questions 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 for SSSCs proves difficult. The authors of this report used 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]). However, despite their efforts, they could not find a single empirical study of SSSCs.

The most relevant document retrieved was the NIJ publication referenced previously (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 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. Data collection methods include surveys with key school safety leaders in each state; interviews with center directors; collection of detailed activity data from each SSSC; and interviews and surveys with key stakeholders, including policymakers, superintendents, principals, SROs, and others involved in school safety efforts in each state. Findings from this evaluation can be used to drive the creation of new knowledge for informing federal and state policy, leading to federal support more targeted toward SSSCs and allowing researchers to evaluate SSSCs more rigorously in the future.

The specific objectives of the evaluation are to
- 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;
- describe the characteristics, practices, structures, and services of current SSSCs;
- assess the perceived impact of SSSC services from the perspective of diverse stakeholders, including SSSC intensive service users, state educational agency (SEA) and state Department of Justice (SDOJ) staff, policymakers, SROs, district superintendents, and school principals; and
- 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.

Focus of This Report

As noted, this report is the third 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. This report uses data from interviews with key stakeholders involved in school safety efforts in each state who engage with their states' SSSC services, as well as a survey of superintendents and principals in states with an SSSC.

The goal of both the interviews and surveys was to gather data on the perceptions of those who use the SSSC services about the quality and impact of the services. More specifically, this report summarizes the results of these interviews and surveys and each participant's awareness of their state's SSSC, their engagement with the center's activities and services, and their use and perceived impacts of the center on school safety in their state.

In the subsequent sections, the report discusses these findings collectively, examining their broader implications for the awareness and impact of SSSCs.

Methodology

Research Questions

The following research question and subquestions guided this portion of the evaluation:

1. What do stakeholders (e.g., policymakers, superintendents, directors of school safety, law enforcement, school leaders) perceive to be the impact of the SSSC in their states?
    a. What do key stakeholders identify as the impact of their SSSCs?
    b. What do key stakeholders identify as successes and opportunities for improvement related to their SSSCs?
    c. To what extent are local SSSC clients (i.e., district superintendents and school principals) aware of and using their SSSCs?

Stakeholder Interviews

Stakeholder Interview Respondents

WestEd endeavored to identify a variety of stakeholders who work closely with each center to gather their perceptions of the supports they received and how those supports impacted their work. The research team emailed SSSC directors in the 30 states that were identified as operating an SSSC and requested contact information for individuals who worked closely with their state's center, particularly

- three to five individuals (e.g., district or school partners, superintendents and principals, law enforcement officers) who engaged with the center's services;
- one state policymaker engaged in school safety work;
- one SEA representative engaged in school safety work;
- one SDOJ representative engaged in school safety work; and
- one representative from the National Association of School Resource Officers (NASRO), the state school resource officer association, the National Association of School Safety and Law Enforcement Officials (NASSLEO), or a similar organization.

Directors from 23 states provided contact information for at least one stakeholder, and 165 potential interview targets were identified and contacted. In total, WestEd conducted 57 stakeholder interviews (**34.5%** of identified contacts) representing 19 states. Four interviews were eliminated from the sample because the interviewees worked for the SSSCs in some capacity; another three were removed because the interviewees received no services from their SSSCs and had no experience with or perspective about the centers.

Of the remaining 50 interviews, 49 were conducted with individual interviewees and one included two people interviewed together during the same session. That interview transcript was coded twice—once for each interviewee's individual answers—resulting in two independently coded interview transcripts. Therefore, the final analysis sample included 51 interview transcripts with

stakeholders from 17 states, including high-end users (n = 41), state education agency representatives (n = 4), representatives from NASRO/NASSLEO or similar organizations (n = 3), SDOJ representatives (n = 2), and a state policymaker (n = 1).

Appendix A provides an overview of the number of interview participants per state. It is important to note that the interview sample is purposely designed to capture experiences from those most familiar with their SSSCs. Therefore, the perceptions of interviewees may not represent all stakeholders and instead reflect those who are regular users of SSSC services.

Stakeholder Interview Protocol and Data Collection

Beginning in September 2022, researchers emailed each identified stakeholder to invite them to participate in a 30-minute interview about their experiences with their SSSC. Each interview target received at least three email invitations over the course of multiple weeks. In addition, researchers attempted to reach potential interviewees via telephone whenever feasible. Interviews took place via videoconference between September 2022 and March 2023. Each interview was recorded and sent for transcription to facilitate analysis. The stakeholder interview protocol queried awareness of the SSSC, use and perceived impacts of SSSC activities, and SSSC strengths and opportunities for improvement.

Stakeholder Interview Analysis Approach

To analyze interview data, the WestEd research team engaged in thematic content analysis of interview notes using the qualitative software program Dedoose. After the research team cleaned the transcribed notes to ensure accuracy, a researcher reviewed transcriptions from all interviews to ensure a high level of familiarization with the content (Ritchie et al., 2003) and identified preliminary themes to inform the development of a codebook to analyze interview responses.

A subset of the research team reviewed the themes and collaborated to develop the full codebook comprising 13 code families and 75 subcodes. The team also developed a guidance document for coders to identify which code families and subcodes would most likely be relevant for which interview protocol questions, thereby reducing cognitive load for analysts as they applied the codebook to interview transcripts.

After the codebook was created, analysts received training on the codebook and guidance document and engaged in discussion to develop shared understanding of the codes. To ensure high reliability, the analysis team engaged in several calibration activities. First, the project director and two analysts applied the codebook to one interview. The team then reviewed the presence and absence of each code for each coder to identify areas of agreement and disagreement, develop mutual understanding, and modify the codebook to enhance clarity. Next, two analysts each coded nine additional interviews (**17.6%** of the sample) and calculated interrater agreement. Interrater agreement was generally very high except for 16 subcodes for which agreement fell below 67 percent. The analysts participated in follow-up discussion to further clarify these subcodes, and the codebook and guidance document were modified to make

subcodes more explicit. After calibration was completed, the remaining interviews were each coded by a single analyst.

To analyze the coded interview data, researchers aggregated the presence or absence of each subcode to the state level, resulting in a data set identifying the presence or absence of each subcode by state. The researchers then conducted descriptive analyses to determine the percentage of states for which each subcode was present and explored the relationship between subcode presence and absence. Additionally, analysts engaged in qualitative content analysis of the interview excerpts identified within each subcode to further explore the content and nuance of subcode meaning as well as to compile sample responses and identify exemplar quotes.

Stakeholder Surveys

Stakeholder Survey Respondents

The WestEd research team took the following steps for each of the 30 states identified as operating an SSSC to compile statewide email lists for superintendents and principals:

- For most states, the team compiled lists using publicly available information from state, district, and/or school websites.
- For several states where information was not publicly available, formal requests for information were submitted to state departments of education, resulting in obtaining complete lists.
- For the remaining states without publicly available information, the team purchased email lists from a reputable third-party organization.

To establish a representative sample for the research, statewide email lists were employed as sampling frames. Sample sizes for superintendents and principals in each state were determined using specific parameters: a 95 percent confidence level, a 10 percent margin of error, and a 50 percent population proportion. In this context, the population consisted of the total number of districts per state for superintendents and the total number of schools per state for principals. The sample was created through random sampling based on the calculated numbers of superintendent and principal contacts, stratified by state. When possible, additional random sampling replaced duplicates; however, not all duplicates could be replaced due to the pervasiveness of this structure in some states.

The resulting potential sample size across all states totaled 4,468 overall contacts, 1,836 of which were superintendents and 2,632 were principals. After adjusting for bounced emails, the final potential sample size was 4,167, of which 1,724 were superintendents and 2,443 were principals. The overall response rate for all contacts was 20 percent.[1] Response rates for the superintendent and principal surveys were 26 percent and 15 percent, respectively. All 30 states and their

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[1] This response rate is typical of other large online survey efforts (Wu et al., 2022).

respective SSSCs were represented, to varying degrees, in the final data set. **Appendix A** provides an overview of the number of survey respondents per state.

Stakeholder Survey Development and Dissemination

The research team developed and administered the online stakeholder (superintendent and principal) surveys, which included multiple-choice items and optional text responses for three items, via Qualtrics. The two surveys were identical except for referencing districts for superintendents and schools for principals.

The surveys were divided into five broad sections: (a) Demographics; (b) Awareness of the State School Safety Center; (c) Perceptions of the Overall Impacts of State School Safety Center Work; (d) Engagement With State School Safety Center Activities; and (e) Use and Perceived Impacts of State School Safety Center Activities. Survey programming included extensive skip logic to ensure that respondents were directed to applicable sections/questions based on their responses to certain items.

The first section of the stakeholder surveys simply asked respondents to report an estimated student population size for their district or school. The second section asked respondents whether they were aware of the SSSCs in their states. Those who reported they were not aware of their SSSCs could not reasonably respond to the remaining survey items and were terminated from the survey. Those who reported awareness of their SSSCs were asked how they found out the SSSCs existed.

The third section then asked respondents to rate their agreement, on a 5-point Likert-type scale from 1 (*strongly disagree*) to 5 (*strongly agree*), with statements pertaining to accessibility of center resources and services, center assistance in improving overall school/district safety in the state, center support in meeting state safety requirements, and center support in meeting safety best practices.

The fourth section asked respondents whether they had attended, used, or referenced any center materials, resources, or products in the last year. Respondents who indicated "yes" were posed with follow-up questions on how often they used those resources, whether they knew of others in their schools or districts who used center resources, and how many of their colleagues across their larger professional networks they thought used center resources.

The final section asked respondents whether they engaged with a variety of center activities, including TA, training, online resources, grant funding, compliance-related activities, and any other resources the respondents could specify by writing in responses. For each of these activities, respondents answering "no" were automatically moved to items about the next activity. Respondents answering "yes" were asked to rate their agreement, on a 5-point Likert-type scale from 1 (*strongly disagree*) to 5 (*strongly agree*), with statements pertaining to their satisfaction with the activity.

Once the data were programmed in Qualtrics, the research team conducted a rigorous review and testing process before distributing the stakeholder surveys to the superintendent and principal contact lists. The data collection period spanned from November 30, 2022, to January 24, 2023. Personal survey links were initially distributed via email invitation through the Qualtrics system on November 30, 2022. Six subsequent reminders were emailed through the Qualtrics system during the survey administration period.

Stakeholder Survey Analysis Approach

The data from the stakeholder surveys were analyzed using primarily descriptive statistics.[2] The research team ran descriptive statistics for each survey item, both for respondents in aggregate and by stakeholder role (i.e., superintendents and principals). For items using a Likert-type scale, the team calculated the average response for each item. In the case of nominal survey items, frequency distributions across response options were computed.

Analyses also included inferential tests to determine statistically significant differences between means and frequency distributions by stakeholder role. For survey items using a Likert-type scale, a Shapiro-Wilk W test was used to test for normal distribution of data. If the data were not normally distributed, a two-sample Wilcoxon rank-sum (Mann-Whitney) test was used to examine statistical significance.

A two-sample *t*-test was used for normally distributed data. To assess practical significance for items that were significant at $p < .05$, the team calculated effect size based on mean comparison, using Hedges' *g*. For nominal survey items, a chi-square test for independence was used to determine significant association. To assess practical significance for items that were significant at $p < .05$, the team calculated effect size using Cohen's *w*.

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[2] The research team also conducted analyses weighted by state to determine if findings were biased due to the varied sample size across states (Schafer & Graham, 2002). The differences between the weighted and unweighted findings were not practically important. Thus, analyses described in this report reflect the unweighted survey sample to allow easier interpretation of the study methodology and findings.

Results

WestEd administered a survey to key stakeholders of SSSCs (i.e., superintendents and school principals) to capture the perceived impacts and outcomes associated with SSSC activities in their respective states. As described in Figure 1, a total of 825 stakeholders completed the survey, 459 of which were superintendents (**55.6%**) and 366 were principals (**44.4%**).

Figure 1. Survey Completion by Stakeholder Role
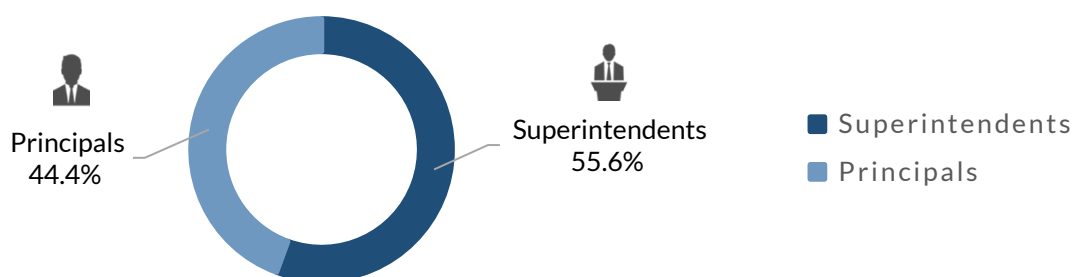
The survey addressed topics such as awareness of SSSCs, engagement with SSSC activities, and perceived impacts on school safety. Additionally, WestEd conducted interviews with a variety of stakeholders, including high-end users, SEA representatives, and SDOJ representatives, to gather more detailed information regarding SSSC awareness, engagement, and additional perspectives.

Awareness of SSSC

To gauge stakeholder awareness of SSSCs, the survey assessed whether stakeholders were aware of the SSSCs in their states, and, if so, how they learned of their existence. Of the 825 survey respondents, more than three quarters were aware of their SSSCs (**76.7%**; n = 633). Most of these respondents indicated the sources from which they became aware of their centers (n = 611). Most commonly, respondents learned of their SSSCs from professional associations (**48.6%**) and online sources (website/email; **48.6%**), followed by colleagues (**23.1%**); state legislation (**21.6%**); and other sources, such as direct interactions with the SSSCs, state agencies, conferences, and as part of their job functions (**8.1%**).

To understand how awareness varied by role, analyses examined the proportion of superintendents and principals who reported being aware of their SSSCs (Figure 2). Awareness of SSSCs was significantly higher among superintendents (**82.6%**; n = 379), compared to principals (**69.4%**; n =254; $p < .001$; Cohen's w = 0.15).

Figure 2. Proportion of Surveyed Superintendents and Principals Reporting Awareness of Their SSSCs

82.6% superintendents

69.4% principals

Although superintendents and principals reported similar sources from which they became aware of their centers, larger proportions of superintendents reported gaining awareness from nearly all sources. As Figure 3 shows, of 368 superintendents, most reported learning of their center from professional associations (**54.1%**), online (**50.0%**), and state legislation (**26.4%**). Out of 243 principals, the most common sources of SSSC awareness were online (**46.5%**), professional associations (**40.3%**), and colleagues (**24.3%**). Only 14.4 percent of principals became aware of their SSSCs from state legislation.

Figure 3. Source of SSSC Awareness

Superintendents
- 26.4%
- 54.1%
- 50.0%

Principals
- 24.3%
- 40.3%
- 14.4%
- 46.5%

■ Professional Associations ■ Online ■ State Legislation ■ Colleagues
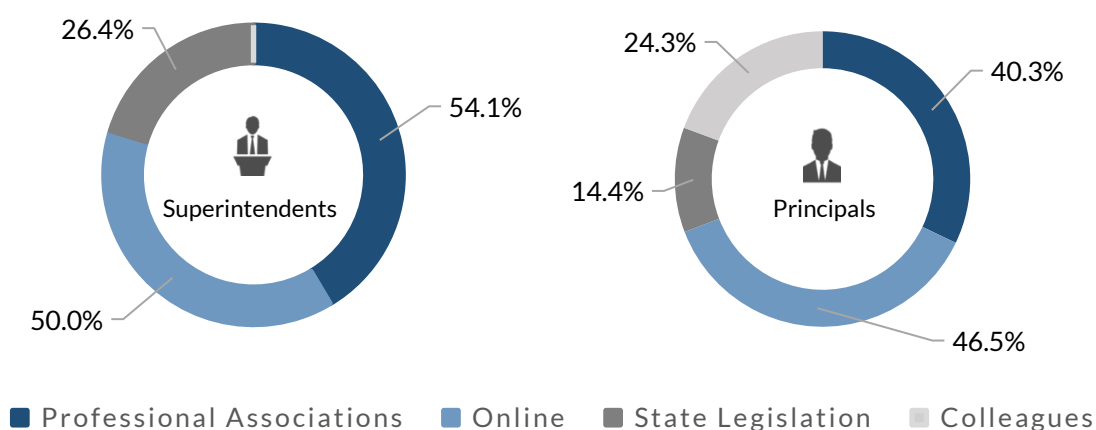
In addition to this descriptive variation, significantly larger proportions of superintendents reported identifying their SSSCs via professional associations and state legislation ($p < .001$; Cohen's w = 0.14).

Beyond general awareness of their SSSCs, interviewees provided greater insight into the SSSC resources and services with which they were familiar. Most commonly, interview respondents reported awareness of trainings on a variety of school safety topics and SSSC information and guidance such as websites; newsletters; policy briefs; and informational and guidance documents, including vetted resources from other organizations. Interviewees also reported familiarity with SSSC tools or templates, thought partnership, and legislative work.

Engagement With Activities

From survey respondents who reported awareness of their SSSCs (n = 633), the survey captured additional information regarding engagement with their centers (n = 554). More than two thirds of

respondents indicated they had attended, used, or referenced any materials, resources, or products produced by the SSSCs in the last year, including training, online resources, publications, TA, grant funding, or compliance activities (**69.0%**). A portion of respondents indicated how frequently they engaged with SSSC activities (*n* = 380). As emphasized in Figure 4, the majority responded monthly (**36.6%**) or quarterly (**31.1%**), whereas fewer reported daily (**1.3%**), weekly (**12.1%**), or yearly (**19.0%**) engagement.

Figure 4. Frequency of Engagement With SSSC Activities

TOP 2
FREQUENCY OF ENGAGEMENT

36.6% Monthly

31.1% Quarterly

Engagement with SSSC activities varied by stakeholder role. More than three quarters of superintendents reported they attended, used, or referenced materials, resources, or products produced by the SSSCs in the past year (**78.6%**; *n* = 271), compared to more than half of principals (**53.1%**; *n* = 111; *p* < .001; Cohen's *w* = 0.27). Superintendents also reported engaging with SSSC materials, resources, or products more frequently, compared to principals (*p* = .02; Hedges' *g* = -0.27). As illustrated in Figure 5, a larger proportion of superintendents reported engagement on a weekly, monthly, or quarterly basis, whereas a larger proportion of principals indicated yearly engagement (see **Appendix B**).

Figure 5. Frequency of Engagement With SSSC Materials, Resources, or Products by Role

	Daily	Weekly	Monthly	Quarterly	Yearly
Superintendents	1.1%	13.4%	38.7%	31.6%	15.2%
Principals	1.8%	9.0%	31.5%	29.7%	27.9%
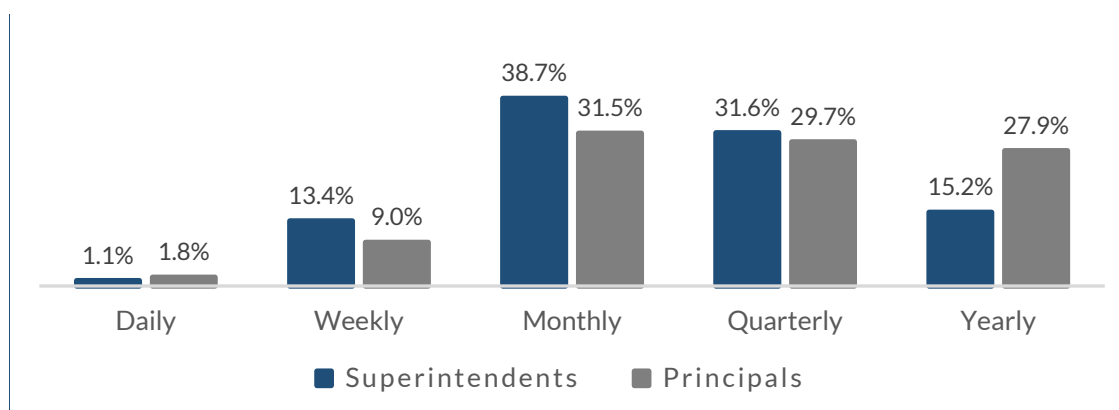
*Note.* Superintendent *n* = 269; Principal *n* = 111

Stakeholder interviews provided an opportunity to delve further into how often users engaged with SSSC staff, services, and resources. Most explained that they engage with the SSSCs as needed. More specifically, engagement fluctuated depending on their organization's circumstances, connecting with the SSSC more often during times of higher need—such as when

developing or modifying a plan or protocol, following a change in state legislation, or in responding to a safety-related incident.

For survey respondents who were aware of their SSSCs, the questionnaire also assessed their perception of their colleagues' engagement with their centers (*n* = 550). Nearly two thirds reported knowing of others in their districts or schools who attended, used, or referenced materials, resources, or products produced by the center in the past year (**60.2%**). To get a better sense of SSSC engagement more broadly, respondents also estimated the proportion of colleagues from their larger statewide professional network who attended, used, or referenced SSSC materials, resources, or products (*n* = 545). As depicted in Figure 6, more than half of respondents reported that "some of them" engaged with SSSC activities (**59.6%**), more than a quarter estimated "most of them" engaged (**28.6%**), and a small portion reported "all of them" (**7.0%**) or "none of them" engaged (**4.8%**).

Figure 6. Proportion of Colleagues Who Engaged With SSSC Activities
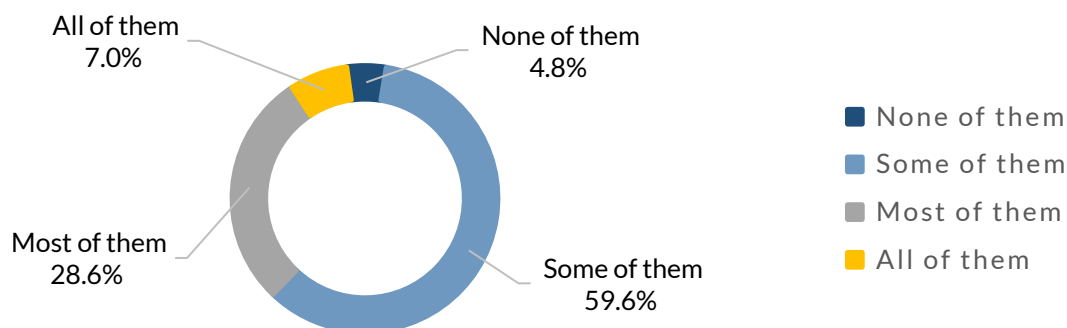
Perceived colleague engagement with SSSCs also varied by stakeholder role. Of 343 superintendents and 207 principals, a higher proportion of superintendents than principals reported knowing of others in their districts who attended, used, or referenced materials, resources, or products produced by the centers in the past year (**69.1%** and **45.4%**, respectively; *p* < .001; Cohen's *w* = 0.23).

Similarly, when considering their statewide professional networks, of 341 superintendents and 204 principals, superintendents estimated *more* colleague engagement with the centers (*p* < .001; Hedges' *g* = 0.46). Specifically, as illustrated in Figure 7, larger proportions of superintendents estimated that "most" or "all" of their statewide colleagues engaged with their SSSCs in the past year (**35.5%** and **7.9%**, respectively), compared to principals' estimations (**17.2%** and **5.4%**, respectively). Further, larger proportions of principals reported "some" or "none" of their statewide colleagues engaged with their SSSCs in the past year (**68.1%** and **9.3%**, respectively), compared to superintendents' reports (**54.6%** and **2.1%**, respectively); see **Appendix C**).

Figure 7. Perceptions of Statewide Professional Network Engagement With SSSC by Role
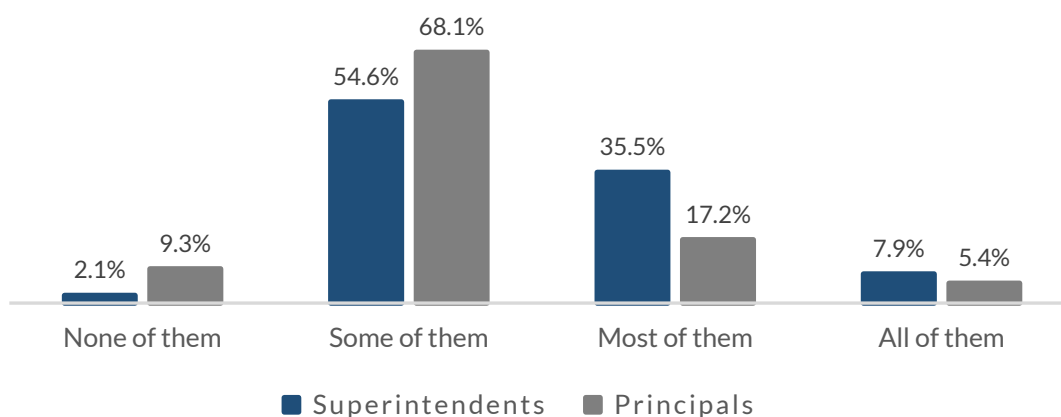
Note. Superintendent *n* = 269; Principal *n* = 111

Use and Perceptions of SSSC Resources and Services

For survey respondents who reported awareness of their SSSCs, the questionnaire assessed stakeholders' use and perceived impacts of SSSC resources and services. Survey respondents were prompted to indicate whether they had used TA, training, resources, grant funding, and compliance services. As emphasized in Figure 8, most commonly, stakeholders reported using online resources (**62.4%**; *n* = 340), followed by training (**52.0%**; *n* = 284), and TA (**39.6%**; *n* = 217). Use of SSSC supports related to compliance (**30.8%**; *n* = 165), grant funding (**17.6%**; *n* = 95) And other resources (**5.9%**; *n* = 32) were less common.

Figure 8. Stakeholder Use of SSSC Services

TOP 3
SSSC SERVICES
UTILIZED

62.4% Online Resources

52.0% Training

39.6% Technical Assistance

For each type of service received, the survey assessed whether the service was easy to access, was useful, met stakeholders' quality expectations, addressed current and/or prevalent school safety needs, and made safety work at the schools/districts more comprehensive.[3] Respondents rated their agreement with each statement on a Likert-type scale from 1 (*strongly disagree*) to 5 (*strongly*

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[3] Survey item language varied slightly across service type. For TA, the first survey item assessed whether the service was easy to request. For grant funding, the first survey item assessed whether the process of receiving the grant was easy, and no survey item assessed meeting quality expectations. For compliance, the first survey item assessed whether the center was easy to work with regarding compliance-related activities.

agree). As is evident in Table 1, respondents provided consistently high ratings for these statements. There were no statistically significant differences in ratings between superintendents and principals.

Table 1. Survey Respondent Use and Perceptions of SSSC Services

	Technical assistance *n = 217*	Training *n = 284*	Online resources *n = 337*	Other resources *n = 126*	Grant funding *n = 92*	Compliance *n = 163*
Easy to access	4.2	4.2	4.2	4.4	4.0	4.2
Useful	4.2	4.3	4.2	4.3	4.4	4.3
Met quality expectations	4.2	4.2	4.1	4.3	N/A	4.3
Addressed current and/or prevalent school safety needs	4.2	4.2	4.1	4.3	4.3	4.3
Made safety work at district more comprehensive	4.1	4.1	4.1	4.3	4.3	4.2

Technical Assistance

More than a third of survey respondents received TA from their SSSCs (**39.6%**), which included providing targeted consultation and resources for a specific problem or need. Across 217 survey respondents, average ratings ranged from 4.1 to 4.2, indicating agreement with the statements. When asked about supports that they received from their SSSCs, the majority of interview respondents reported having received TA. Descriptions of TA shared by interview respondents centered on SSSC staff serving as thought partners and subject matter experts across a variety of contexts. SSSC staff assisted with or reviewed plans, policies, protocols, and procedures or consulted on specific circumstances or incidents. Most frequently, interviewees described relying on SSSC staff to answer questions and provide help and advice, characterized by some respondents as "bounce ideas off of" or "poke holes in my thinking" or "help us get over the speed bumps." SSSC staff often gave this assistance on demand, responding in real time to the needs of their high-end users.

> *"When I need to make a decision, they are always available to talk through it. There has never been a time of 'hold on, let me call you back tomorrow or in two hours'—it's like 'yes, we can get on the phone and talk through this.'" —High-End User*

Training

More than half of survey respondents attended training provided by their SSSCs (**52.0%**). Across 284 survey respondents, average ratings ranged from 4.1–4.2, indicating agreement with the statements. Engagement in training also came up frequently among interview participants. Interviewees reported using SSSC training on a wide variety of topics both in person and online. Most frequently, interviewees utilized SSSC training on threat assessment. Additional training topics reported by representatives from multiple states included crisis intervention and response, disaster planning and relief, adolescent mental health, and SRO courses. Finally, stakeholders described a plethora of training support related to specific site-based programs and protocols in place at schools and districts (e.g., incident response, reunification methods).

> *"They have identified research best practices to ground the training. They're using evidence-based approaches to safety that districts can apply to get results." —SEA Representative*

Resources

Nearly two thirds of survey respondents used/referenced online resources provided by their SSSCs (**62.4%**). Survey respondents also indicated whether they attended, used, or referenced any SSSC resources other than those provided online. Only a small portion of respondents indicated they received "other" SSSC resources that did not fit within the survey's specified categories (**5.9%**). Examples include printed flyers/posters and materials for threat assessment, school safety plans, and emergency operation plans.

According to interview participants, SSSCs provided an abundance of resources to individuals working on school safety in their states, including informational resources and tools/templates. Informational resources included SSSC newsletters, websites, conferences, best practice documents, policy briefs, and tip sheets for parents. In many cases, the SSSCs developed original resources for use in the field; in others, the centers served as information clearinghouses by providing curated or vetted materials from other sources.

Examples of tools and templates—characterized as a product that a person *actively uses*—included threat assessment protocol tools, site safety assessment tools, emergency operations templates, school crisis planning toolkits, and anonymous tip lines.

> *"[The SSSC] is like a breath line to me and to our district. We are small, and [the SSSC] provides us with so, so many resources." —High-End User*
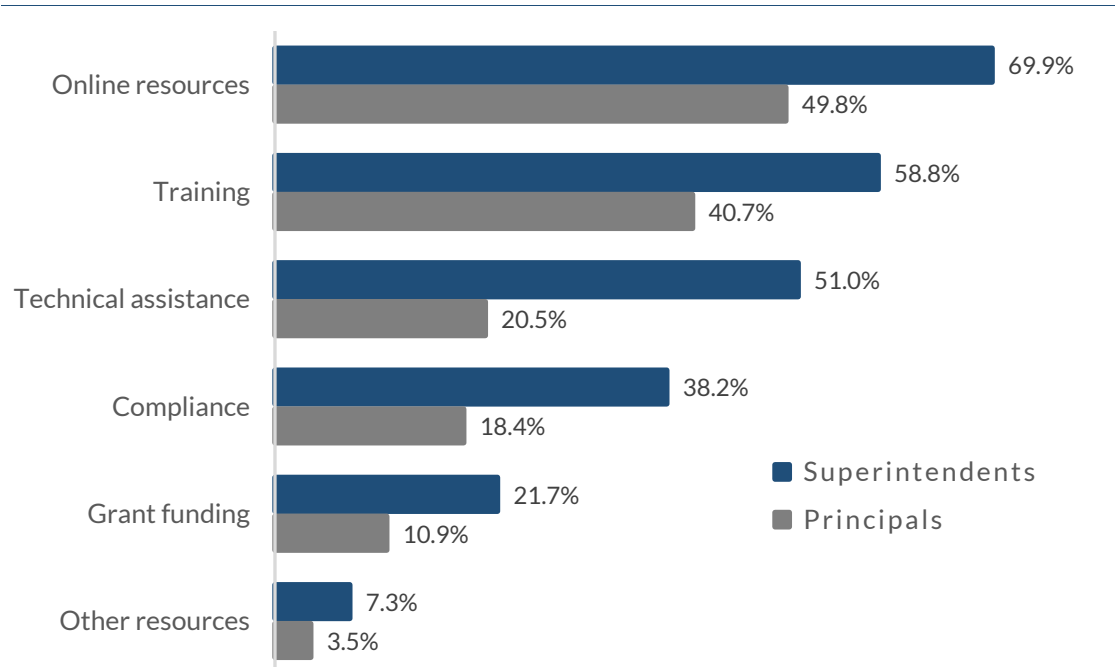
Grant Funding

Less than a quarter of respondents received grant funding from their SSSCs (**17.6%**). Among the 92 survey respondents, average ratings ranged from 4.0 to 4.4, indicating consensus with the provided statements. These ratings highlight strengths in how grant funding is perceived to address and support school safety needs and work. It's important to note that, while the average ratings indicate positive perceptions, grant funding was not a commonly discussed type of service according to interview participants.

Compliance

Nearly a third of survey respondents worked with their SSSCs in some capacity related to compliance (**30.8%**), which includes activities aimed at ensuring schools and districts are following legal requirements or rules outlined by a legislative body (e.g., reviewing emergency plans). Across 163 survey respondents, average ratings ranged from 4.2 to 4.3, indicating agreement with the statements. Compliance support was not a common type of service discussed by interview participants.

Across these five service types addressed in the survey, although there were no statistically significant differences in ratings between superintendents and principals regarding SSSC service use and perceptions of services, there was significantly more use of SSSC services among superintendents (Figure 9). Among 343 superintendents and 205 principals, their utilization of SSSC services showed consistent patterns. Online resources emerged as the most frequently accessed service, while grant funding was the least utilized among both superintendents and principals (see **Appendix D**).

However, as showcased in Figure 9, there were notable disparities between superintendents and principals in service utilization. Compared to principals, significantly larger proportions of superintendents reported using every service type (p < .001; Cohen's w = 0.14–0.30). While most service types exhibited differences of approximately 10–20 percentage points between superintendents and principals, TA showed the most significant variation, with approximately 30 percentage points higher utilization among superintendents.

Figure 9. Stakeholder Use of SSSC Services by Role

Service	Superintendents	Principals
Online resources	69.9%	49.8%
Training	58.8%	40.7%
Technical assistance	51.0%	20.5%
Compliance	38.2%	18.4%
Grant funding	21.7%	10.9%
Other resources	7.3%	3.5%

Note. Superintendent *n* = 335−343; Principal *n* = 201−205

In stakeholder interviews aimed at gaining deeper insights into the utilization of SSSC services, respondents were asked about their usage and perceptions of SSSC resources and services. The recurring theme among interviewees was their reliance on SSSC resources and services to enhance staff knowledge and capacity or to shape their decision-making processes. This increase in knowledge and capacity was achieved primarily through participation in SSSC training sessions covering a wide array of topics, including both general and site-specific areas, or through the reception of informational resources tailored to support their school safety initiatives.

Interviewees frequently highlighted that their own perspectives were informed by training and informational resources, as well as through the provision of TA and engaged thought partnership. Most commonly, they recounted benefiting from SSSC staff answering questions, providing general expertise, acting as a sounding board, sharing valuable field-tested practices, and aiding in the interpretation of legislation and other regulatory guidelines. Furthermore, interview respondents also reported utilizing SSSC resources and services to formulate or refine policies and protocols, such as school or district safety policies and threat assessment protocols. They also utilized these resources in their outreach efforts, most often in the form of sharing informational resources with a diverse audience including colleagues, school and district staff, and parents.

Overall Impacts and Key Successes

The survey captured stakeholder perceptions of the overall impact of the work conducted by their SSSCs by asking respondents to rate their agreement with four statements on a Likert-type scale from 1 (*strongly disagree*) to 5 (*strongly agree*). As indicated in Figure 10, across 550 survey

respondents, average ratings ranged from 3.7 to 3.8, suggesting that respondents had favorable ratings of their SSSCs as a whole.

Table 2. Overall Perceptions of the Quality of SSSCs

	Statement	Average rating
	The way in which the center offers its resources and services is accessible for schools/districts.	3.8
	The center assists in improving the overall safety of schools/districts in their state.	3.8
	The center adequately supports schools/districts in their state in meeting state safety requirements.	3.7
	The center adequately supports schools/districts in their state in meeting safety best practices.	3.7

Further investigation revealed that while approximately half of respondents agreed with each of the statements, one quarter to nearly one third were neutral.

The statements assessing whether the centers adequately support schools/districts in meeting state safety requirements and in meeting safety best practices produced the highest proportion of neutral responses (**29.0%** and **28.6%**, respectively), suggesting opportunities for SSSCs to strengthen their focus and support in these areas. No statistically significant differences in ratings by stakeholder role emerged.

Interviewees were also asked if their SSSCs have adequately supported schools and districts in meeting state safety requirements and/or best practices; 26 of the 30 interviewees who answered this question said yes. Of the four interviewees not answering in the affirmative, one said their center was too new, one clarified that there are insufficient mental health professionals to do the necessary work in the state, one remarked that the SSSC should not be their state's only effort to provide the school safety support districts need, and one explained that political barriers at the state level hamper SSSC effectiveness. In addition, when asked if their SSSC has assisted in improving overall safety of schools in the state, each of the 43 interviewees who responded to this question answered in the affirmative.

Interviewers also queried respondents about the quality, value, accessibility, and relevance of SSSC work and investigated their perspectives on key SSSC successes. Similar to perceptions of survey respondents, and as emphasized in Figure 11, almost **95** percent of respondents considered the resources and services provided by their SSSCs to be of high quality.

Figure 10. Proportion of Interviewees Reporting Favorable Ratings of SSSC Quality

94.1% OF RESPONDENTS INDICATED THAT SSSC RESOURCES AND SERVICES ARE OF HIGH QUALITY

More than four fifths of respondents also found SSSC services useful and accessible, indicating that their SSSCs support the ability of people in their states to carry out school safety work. In addition, most interviewees indicated that SSSC resources and services address current and prevalent needs and that SSSC staff are responsive and knowledgeable.

Interview respondents described the work of their SSSCs as useful and of high quality, using adjectives such as *high caliber*, *valuable*, *robust*, *tremendous*, *top notch*, and *exceptional*. They identified three facets of SSSC services and resources as particularly valuable and of high quality:

- helpful informational resources and guidance to support their school safety work
- excellent trainings to build capacity among school and district staff
- respected thought partnership of seasoned SSSC experts to answer questions, guide thinking, and share expertise

> *"Our state school safety center is off the charts in my opinion. They're good enough that they can't be graded—that's how good they are."* —NASRO Representative

Interviewees also conveyed that SSSC resources and services were accessible as well as relevant and timely. SSSCs prioritized accessibility primarily through including a plethora of resources, documents, and FAQs on their websites, as well as by providing flexible training options (e.g., online webinars, asynchronous learning modules) and scheduling trainings to meet the specific needs of individual schools or districts. In addition, they confirmed that SSSCs address current and prevalent needs through continually updating guidance, staying abreast of emerging issues in the field, and increasing their focus on mental health as a key component of school safety.

> *"I think the biggest challenge that we have with school safety … is that it's inconvenient. The focus is education and instruction—and we understand it, but we all know kids can't learn if they don't feel safe. So [the SSSC] made all their resources as accessible as possible. Which has been very helpful for me … I can work with [the SSSC] and they'll set up a training right here. Just the accessibility of it, it's like no other."* — High-End User

Interview participants largely characterized their SSSCs as responsive and lauded the expertise and knowledge of center staff. They praised the timeliness of SSSC assistance—often sharing that they could connect with a content expert immediately when needed—and described SSSC staff as *exceptionally knowledgeable*, *a wealth of information*, and industry-leading *subject matter experts*. Interviewees expressed appreciation for tailored assistance adapted to the needs, challenges, and contexts of their circumstances. Additionally, they recognized SSSC work as grounded in evidence- and research-based practices and described trainings, particularly on the topic of threat assessment, as built on research-based models.

> *"They come in and want to know what you've experienced and what your challenges have been in your particular district, [then] they tailor the [training] to what your particular district is dealing with."—High-End User*

Opportunities for SSSC Improvement

Stakeholder interviews provided opportunities for respondents to share their thoughts on what improvements the SSSCs could make, additional services and resources they would like to see the centers offer, and other feedback related to refining and improving SSSCs. **Most commonly**, stakeholders identified structural improvements that would benefit the centers and their users or recommended that SSSCs add new services or resources.

More than two thirds of interviewees identified structural improvements SSSCs could make to better support school safety efforts in their states, including the measures listed below.

Increasing SSSC Capacity by Adding More Staff

Interviewees described a desire for SSSCs to not only be better staffed but also to house more dedicated staff free from competing priorities (often characterized as staff "with fewer hats to wear"). Respondents discussed the number of dedicated staff as "a limiting factor" and said they are "excellent but spread thin." Interviewees described potential benefits of additional staff, including the opportunity to provide more training (particularly site-based), an increased ability to serve rural schools and districts, expansion of SSSC services and resources, and increased SSSC outreach.

Improving SSSC Websites

Although interviewees identified SSSC websites as beneficial resources containing a wealth of valuable information, they also sought improvements to make sites more user-friendly. They requested better organization of materials—including cross-cataloging by myriad factors such as topic area, target audience, and type of resource—to make relevant information easier to find. Similarly, interviewees asked for improved search functions on SSSC websites to further support identifying germane documents.

Housing SSSCs in a Single Location

In cases in which a state has an SSSC housed under multiple agencies (e.g., the state department of education and a state law enforcement agency), interviewees tended to identify this as an area for improvement rather than as a strength. Several suggested consolidating the center and identifying a single lead agency to reduce confusion and streamline operations, as well as to prevent multiple agencies from competing for the same funding streams. In addition, some interviewees advocated for high-visibility stand-alone SSSCs in their states, recognized at the state level by all governmental agencies as being the lead agency for school safety.

> *"It is kind of confusing. We never know who's doing what, and I think it comes down to politics, unfortunately. It gets a little bit messy."* —High-End User

Bolstering SSSC Outreach and Marketing

Many interviewees identified the primary challenge with their SSSCs as a lack of stakeholder awareness within the state about the available resources and services the center can provide. Several shared anecdotes about attending meetings in their districts or larger conferences and spreading the word about the SSSCs to colleagues who had no idea the centers existed. In addition, multiple interviewees noted that districts and schools are hiring private vendors to provide products and services not knowing they could access similar—or better—resources from their states' centers, often at no cost. Recommendations for outreach and marketing included widely distributing materials such as brochures and flyers, staffing a booth at education-related conferences even if school safety is not the primary topic of the convening, and introducing the centers via education-focused listservs and similar email blasts.

> *"I don't think enough people know they exist—or if they have heard of the name, they don't know what they do and how they can access the resources, or that they're free."* —High-End User

Adding New Services

Almost half of interviewees indicated a desire for their SSSCs to add new services or resources. Most commonly, high-end users requested a state-level threat assessment team and/or threat response team composed of school safety experts to relieve some of the burden of school administrators and district staff, who were perceived as overwhelmed and lacking expertise. Interviewees also proposed that SSSCs focus on building capacity by providing a "boot camp" for administrators with no background in school safety to quickly develop their basic competence. Additional suggestions focused on ongoing capacity building, such as facilitating a community of school and district leaders who can connect via listserv and access open office hours with a content expert on a regular basis. Interviewees also desired a statewide database and tracking system for student threat assessment; guidance documents for post-incident use (e.g., student

supervision, reunification); mental health resources for students, teachers, and school-based staff; site assessments with prioritized recommendations; and a vetted list of vendors for identified safety-related needs (e.g., fencing, camera systems, shatterproof glass).

> *"I would like to see state-recommended or state-approved vendors or security technology where you could look at a host of different vendors that have been vetted by the state." —High-End User*

Modifying Existing Services

Interviewees also identified opportunities for SSSC improvement related to modifying existing services or resources or adding or reprioritizing topic areas. Suggestions for modifying existing resources largely centered around increasing user-friendliness, such as adding quick-read, bullet-point summaries of key resources; clearly organizing newsletter content by topic areas or grade band; offering separate trainings for different roles or end users; and offering more trainings during nonschool hours, over the summer, and online. Suggestions for adding or reprioritizing topic areas almost universally related to mental health, including suicide prevention and intervention, bullying prevention, and the impact of social media on teen mental health.

Discussion and Conclusions

This national evaluation of SSSCs offers a clearer understanding of SSSC history, characteristics, and activities, as well as how SSSCs are perceived by those who use their services. Funded by the NIJ, this study aims to provide a foundation for understanding SSSCs' funding, structure, and service delivery. The information gathered through this study has practical significance, guiding the development and operation of high-quality SSSCs, along with implications to inform future research aimed at rigorously assessing SSSC impacts. Ultimately, learning from this study can serve as a launching point to improve the work of SSSCs and the safety of students and school staff.

The culminating product from this study will be a promising practices framework outlining SSSC structures, characteristics, and activities that may be most useful and impactful for meeting the needs of school safety constituents such as district and school leaders. This framework will be based on information collected over the course of the evaluation, including findings outlined in each report in the series thus far.

The subsequent sections outline critical discussion points and conclusive remarks derived from the analysis of stakeholder survey and interview data.

The majority of district and school leaders were aware of their SSSCs; however, superintendents report greater awareness and use of their SSSCs compared to principals.

To enhance school safety through SSSCs, it is crucial that their intended users not only are aware of their existence but also recognize them as valuable resources. In examination of a random sample of superintendents and principals in states with operational SSSCs, the team discovered that a substantial majority not only were aware of their states' centers but also had actively utilized their centers' services in the past year. This trend was particularly pronounced among superintendents, the vast majority of whom reported both awareness and utilization of their SSSCs.

These findings shed light on the primary audience for SSSCs, which appears to consist mostly of district leaders and, to a lesser extent, school leaders. This also raises questions about whether SSSCs should reconsider their target audiences and consider expanding their outreach efforts to ensure that school leaders are equally aware of the valuable support they offer. Future research could include additional stakeholders, such as teachers, to gain a greater understanding of whether those working directly with students in the classroom are aware of and use the supports that SSSCs offer.

Online resources, training, and technical assistance are the most used SSSC supports.

Although a subset of SSSCs engage in compliance activities and offer grant funding to districts and schools, our research indicates that these are not the predominant forms of support that district and school leaders receive. Instead, at both district and school levels, SSSCs assume primarily a guidance role. They offer resources, engage in thought partnerships, and facilitate professional learning to enhance the knowledge and skillset of educational leaders. This finding makes sense given the findings from the second report generated by this study, which focuses on the structure and activities of SSSCs. Surveys of SSSC directors revealed that most SSSCs disseminate resources and deliver training and TA and fewer provide supports related to compliance and grant administration (McKenna et al., 2023). Thus, the most commonly used supports are also those most commonly made available by SSSCs. This suggests that when supports are available, stakeholders tend to use them. Given that use of these types of supports is high, ensuring the quality and alignment of these resources with current school safety needs is of paramount importance given their extensive utilization.

Regardless of the type of services they use, stakeholders have positive perceptions of the services they receive from their SSSCs.

Across all service types, stakeholders consistently rated the services they receive as easy to access, useful, of high quality, aligned with safety needs, and valuable to make safety work more comprehensive. Most stakeholders also believe their SSSCs support them to meet state safety requirements and best practices. According to interviews, informational resources and guidance, trainings, and thought partnership are viewed as especially high in quality and value to inform school safety work, with appreciation for SSSCs providing supports in a relevant and timely manner using staff who are responsive and have appropriate expertise.

Collectively, the findings regarding the quality of SSSC services are indicative of the positive regard these centers hold in their respective states. However, it is worth noting that nearly one third of survey respondents expressed a neutral stance when asked about the extent to which their center adequately supports schools and districts in meeting state safety requirements and adhering to safety best practices. This suggests that there may be an opportunity for improvement in ensuring that services align seamlessly with state safety requirements and encompass best practices moving forward. The next portion of this study will examine the relationship between structures and activities of SSSCs and stakeholder perceptions. This will illuminate whether specific ways of organizing SSSCs and types of supports are associated with increased awareness, use, and perceived quality of SSSCs.

Although stakeholders have positive perceptions of their SSSCs, there are opportunities for improvement that may increase the value of centers for those they aim to serve.

As new SSSCs are developed and existing SSSCs are refined, areas for improvement identified by stakeholders should be considered to ensure centers are positioned to meet school safety needs in their states. Common suggestions for improvement included increasing the number of SSSC staff to increase center capacity; improving SSSC websites to make them more user-friendly and easier to navigate; refining existing SSSC resources to make them easier to digest (e.g., summaries, clear organization, bullet points); increasing outreach and marketing efforts to promote greater awareness of SSSC supports; and adding new supports particularly related to threat assessment, mental health, and training of new district and school leaders (e.g., a "boot camp" for those unfamiliar with school safety).

Additionally, in the few states where the SSSCs are housed in multiple agencies, stakeholders emphasized the potential benefits of centralizing a state's center under one agency. This would serve to streamline the state school safety resources. However, it is crucial to recognize that while SSSCs should consider these opportunities for improvement and incorporate changes based on this feedback, some of the suggested changes may necessitate the involvement of policymakers and agency leadership. For instance, legislative action or political initiatives might be necessary in order to consolidate centers into one agency or secure funding to hire more staff.

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Appendices

Appendix A. Number of Stakeholder Participants by State

State	*N* stakeholder survey respondents	*N* stakeholder interview participants
Alabama	16	0
Arkansas	33	0
Colorado	29	4
Connecticut	21	3
Delaware	9	0
Florida	21	0
Idaho	44	1
Illinois	24	0
Indiana	32	0
Kentucky	49	1
Maine	24	3
Maryland	13	0
Michigan	31	0
Minnesota	27	4
Missouri	19	4
Montana	21	5
Nevada	19	2
New York	25	3
Ohio	35	0
Oklahoma	30	3
Pennsylvania	32	2
Rhode Island	18	0
South Dakota	16	1
Tennessee	19	0
Texas	49	0
Utah	30	0
Vermont	52	3
Virginia	37	4
Washington	23	4
Wisconsin	27	4
Total	**825**	**51**

Appendix B. Frequency of Engagement With SSSC Materials, Resources, or Products by Role

Level of engagement	Superintendents n = 269	Principals n = 111
Daily	1.1%	1.8%
Weekly	13.4%	9.0%
Monthly	38.7%	31.5%
Quarterly	31.6%	29.7%
Yearly	15.2%	27.9%
Total	**100%**	**100%**

Appendix C. Perceptions of Statewide Professional Network Engagement With SSSC by Role

Level of engagement	Superintendents n = 341	Principals n = 204
All of them	7.9%	5.4%
Most of them	35.5%	17.2%
Some of them	54.6%	68.1%
None of them	2.1%	9.3%
Total	**100%**	**100%**

Appendix D. Stakeholder Use of SSSC Services by Role

Resource	Superintendents n = 335–343	Principals n = 201–205
Online resources	69.9%	49.8%
Training	58.8%	40.7%
Technical assistance	51.0%	20.5%
Compliance	38.2%	18.4%
Grant funding	21.7%	10.9%
Other resources	7.3%	3.5%
Total	**N/A***	**N/A***

*Column totals do not add up to 100%