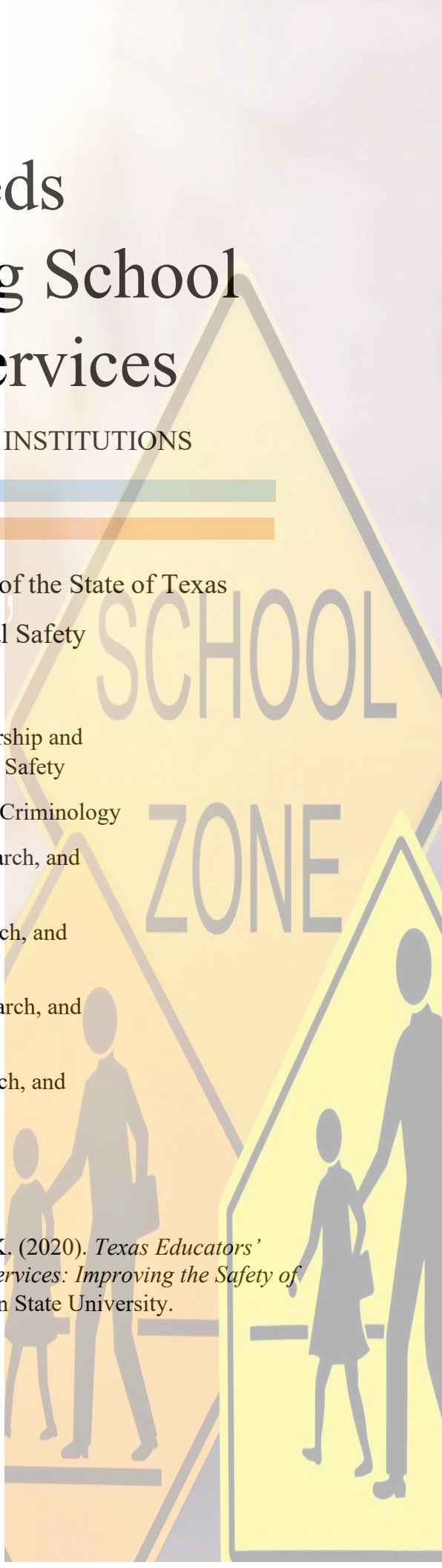
Texas Educators' Needs Assessment Regarding School Safety and Victims Services

IMPROVING THE SAFETY OF TEXAS ACADEMIC INSTITUTIONS



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by the Center for Assessment, Research, and Educational Safety

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Executive Summary

September 21, 2020— The *Governor's School and Firearm Safety Action Plan* has placed a bold goal before the state: Becoming better at protecting our students and teachers. To inform this adaptive moment in the state's education system, the Office of the Governor's Public Safety Office partnered with the Center for Assessment, Research, and Educational Safety (CARES) at Sam Houston State University to conduct a comprehensive assessment of Texas educators' needs pertaining to safety. With support from the Texas School Safety Center as an evaluator, the Texas Education Agency, and the Texas Higher Education Coordinating Board, CARES researchers were able to collect data from 25,161 educators in both the K-12 and higher education levels. Nearly half-of-a-million educators were invited to participate in the census-style, mixed methods study which asked educators in 10 employment categories to respond to quantitative and open-ended questions. The survey was launched February 26, 2020 and obtained a 6.1% response rate with educators from every region, institutional type and urbanicity responding to the survey. Following the quantitative survey, CARES researchers also conducted 11 interviews with participants from every employment category except for one. Thus, this mixed methods study provided quantitative and qualitative data on Texas educators' safety and training needs. Findings in this report should be reviewed as a basic, descriptive overview of participants' perceptions. Requests for additional analyses and further research will enhance findings from these data.

Quantitative and qualitative findings are provided in the following report. Broadly, educators at all levels could benefit from greater familiarity with post-crisis services offered by state agencies.. Educators face an array of governmental mandates, services, and complex challenges. Data also indicate educators at both the K-12 and higher education levels worry about the safety of their institutions. Employees in the K-12 setting responded that active shooter and knife attacks were "Somewhat Likely" to occur in schools. Higher education personnel believed active shootings, vehicular attacks, knife attacks, and the spread of infectious diseases were "Somewhat Likely" to occur. Educators were also asked a variety of questions pertaining to their views on the School Marshall, Guardian, Campus Carry laws, and arming of educators on campus. Fifty-one percent of respondents support allowing educators to have the ability to carry a weapon on campus. All results were analyzed to determine if the COVID-19 pandemic affected data collection and there appears to be no bias noted due to the ongoing pandemic. Analyses were conducted in accordance with the analytic plan and reported below. All results are reported in Appendix A: Results Tables

This statewide needs assessment also included the collection of qualitative data in the form of open ended questions and interviews with educators in all subpopulations surveyed. Qualitative findings suggest educators face many challenges and are looking for support and training when addressing potentially concerning students, parents, colleagues, or other crises. Similarly, interview data highlighted the need to improve access to mental health services, develop active training sessions, and form partnerships to enhance school and university safety.

A series of broad recommendations were developed based upon these results. These recommendations are offered for consideration by state agencies such as the Texas Education

Agency, the Texas Higher Education Coordinating Board, the State Legislature, the Education Service Centers, the Texas School Safety Center, and other agencies. Recommendations can be categorized in the areas of broad, overall recommendations for all educational settings, K-12 recommendations, and higher education recommendations. Our initial recommendations include:

Recommendations for Overall Educators' Safety Needs

1. ***Develop models for educational training built upon active pedagogical strategies.***
2. ***Design trainings around educators' roles in victim services.***
3. ***Acknowledge the challenges of educating today's youth.***
4. ***Advocate for mental health resources for educational settings.***
5. ***Work with Education Service Centers and university partners to refine educational leadership preparation in the state.***
6. ***Provide trainings for trauma-informed counseling and educator response for those crises that are most likely to occur within a region or institutional type.***
7. ***Include media and public information officer training in victim services trainings.***
8. **Provide messaging and vision for restoring the relational aspects of education.**

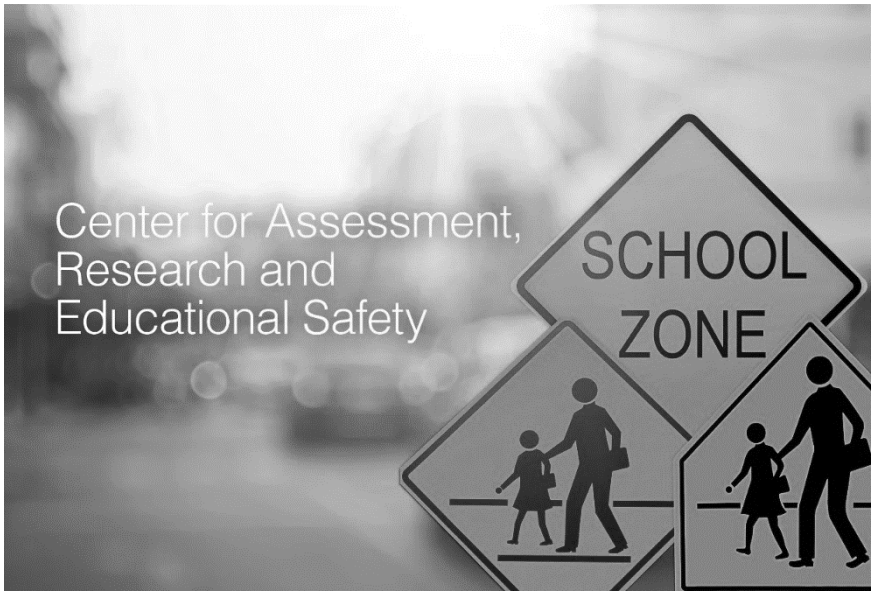
Recommendations for K-12 Educators' Safety Needs

1. ***Develop partnerships with Education Service Centers, university partners, and agencies.***
2. ***With educational partners, offer enhanced resources on discipline of students, mental health awareness, and victim services.***
3. ***Introduce post-critical incident stress debriefings and after-action learning opportunities guided by LEMIT and CARES.***
4. ***Offer research and guidance pertaining to how schools should staff law enforcement or collaborate with local agencies.***
5. ***Advocate for increased funding for schools to improve safety, mental health efforts, and research.***

Advocate for rural educators' needs through specialized services. **Recommendations for Higher Educators' Needs**

1. ***Provide additional financial support for university level mental health services.***
2. ***Enhance university level educator preparation programs to include information about school safety and victim services in curricula and classes.***
3. ***Sustain university-led research in educational safety by establishing a Center for university-level safety research and training.***

CARES researchers view this study as the start of an important vein of research into school and university safety. Future research will further examine a variety of concepts and delve deeper into the findings as they pertain to various school and university levels, regions, and trends in the data.


Center for Assessment,
Research and
Educational Safety
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TEXAS EDUCATORS' NEEDS ASSESSMENT REGARDING SCHOOL SAFETY AND VICTIMS SERVICES:

IMPROVING THE SAFETY OF TEXAS ACADEMIC INSTITUTIONS

September 1, 2020—On May 18, 2018, a Santa Fe High School student opened fire on his art class using a shotgun and revolver, killing 10 people, and injuring 13 others. Sadly, Santa Fe High School has joined a growing list of schools now known around the world not for their academic prowess or for the tremendous good the students and staff do in their community everyday but for the tragedy that occurred at this one student's hands. Americans have become accustomed to such tragedies flashing across news tickers or their social media feeds. The educators, students, and families who experienced these tragedies are forever changed by such events.

On a wider scale, the world finds itself grappling with how to educate students in the midst of a global pandemic. The novel coronavirus (COVID-19) has forced educators to rethink conceptions of distance learning, quality instruction, transportation, health, and safety. For months educators have had to improvise as they have developed new ways of teaching often with a moment's notice or with aged technology. As if this were not enough, Southeast Texas faced a familiar situation in the last days of August 2020 when Hurricane Laura made landfall along the Texas/Louisiana border. Schools and universities that had just formalized plans for reopening due to COVID-19 saw those plans shift as they faced a Category 4 hurricane on their doorsteps.

Clearly, threats to Texas' educational institutions are numerous and diverse. At any moment, a seemingly normal instructional day can be plunged into turmoil. To respond to this uncertainty, educators have trained for crisis events through state and local agencies. They tap into crisis resources and victim services when these resources are needed. In this regard educators are resourceful, passionate, and care deeply for students' safety and growth. There is a need, however, for more information and training on available resources for educators facing crisis situations.

The *Governor's School and Firearm Safety Action Plan* has placed a bold goal before the state: Becoming better at protecting students and teachers. To inform this adaptive moment in the state's education system, the Office of the Governor's Public Safety Office partnered with CARES at Sam Houston State University to conduct a comprehensive assessment of Texas educators' needs pertaining to safety. With support from the Texas School Safety Center as an evaluator, the Texas Education Agency, and the Texas Higher Education Coordinating Board, CARES researchers were able to develop a comprehensive database for contacting educators across the state. A unique facet of this study was its focus on K-12 and higher education institutions and staff members in ten employment classifications. CARES was able to invite nearly half-of-a-million educators across the state to participate in this census-style study. The goal was to develop a database to inform policy positions and resource development for educators in years to come. The partnership between government agency and university researchers has made this high-quality research possible. The study represents the largest assessment of educators' needs in the state's history. The following report is the culmination of a year's worth of research carried out across the state and examined from multiple disciplinary perspectives. Educators' vital work of caring for

and protecting Texas' students demands nothing less than the more rigorous educational research methods possible. CARES researchers have accomplished this goal and look forward to representing educators' needs in greater detail in the following pages.

Overview of the Research

The Sam Houston State University Center for Assessment, Research, and Educational Safety (CARES) was able to conduct a comprehensive, state-wide needs assessment of K-12 and higher education personnel. The needs assessment focused on educators' needs in safety related topics and was guided by the Governor's School and Firearm Safety Action Plan. The research question for this project was *What are the needs of Texas' educators pertaining to educational safety and victims' services?* Key facets of the needs assessment include (a) a focus on K-12 *and* higher education needs, (b) a census style survey reaching every member of 10 subpopulations of educators as possible, (c) an instrument focused on educational safety needs and developed using key psychometric constructs drawn from literature, and (d) the ability to compare responses across subpopulations, regions, institutional types, and urbanicity. With support from the Office of the Governor, CARES researchers were able to conduct the largest and most comprehensive assessment of educators' needs pertaining to school and university safety in the state's history. Findings in this report should be reviewed as a basic, descriptive overview of participants' perceptions and limited generalizations should be cautiously made. Requests for additional analyses and further research will enhance findings from these data and the capacity of lawmakers to generalize to the larger population of Texas' educators based upon these findings.

Aimed at Filling Gaps: Review of Prior Literature

The CARES research team began by reviewing the research on educational safety needs. A team of faculty and staff engaged each other in conversations on a strategy for the literature review. The team decided to limit their literature review to three primary themes: (a) review of prior educational safety needs assessments, (b) review of the psychological constructs supporting educators' safety and victims' services needs, and (c) review of effective census-style survey methods in educational settings.

Prior studies. Prior educational needs assessments have typically been conducted at single institutions using questionnaires developed to address a specific need. Surprisingly few states have conducted comprehensive, state-wide assessments of educational institutions' crisis intervention and victims' services needs (McKenna et al., 2016). In a few instances (Danbury ISD, 2014; Donna ISD, 2019; Longview ISD, 2017) institutions and schools have conducted their own, single-institution assessment of their staff needs pertaining to safety and preparedness. However, these single-institution assessments seldom focus on victims' services and focus rather on the likelihood of a criminal event, bullying, or tactical responses to emergency situations. Few studies (Brooks, 2018; Hemphill & LaBanc, 2012), have examined educators' needs and preparedness for post-incident crisis intervention and victims' services.

However, Texas does have supporting data for general topics related to educational safety compiled by the Texas School Safety Center (TxSSC). In 2016, the TxSSC conducted a state-wide

needs assessment of school administrators to assess the most effective means of disseminating information and conducting training. Safety issues were found to have a negative influence on student success, retention, and typical human developmental progression (McKenna et al., 2016). The objectives of McKenna, et al's needs assessments were to examine the perspectives of K-12 school administrators regarding current safety issues and to determine how the TxSSC could effectively disseminate relevant school safety research to stakeholders across the state, including school administrators, teachers and school-based law enforcement. Their needs assessment was divided into two parts: (a) school administrators' needs related to school safety, and (b) school administrators' preferences for receiving information, research, and training. One hundred school districts were randomly selected throughout Texas, consisting of a total of 598 school campuses. One hundred and six campus administrators completed the questionnaire, representing a response rate of 17.7% Generalization of findings was limited by the sampling method and response rate. McKenna et al. (2016) needs assessment offered useful trends on school safety, drug use, and violence. However, post-incident response preparedness and familiarity with victims' services were not assessed in the study. Moreover, McKenna, Lentz, and Gower delimited their focus to be on K-12 schools only. Prior to the present study, no statewide needs assessment has been conducted on higher education institutions or with a large sample of state-wide schools or universities.

McKenna et al. found that 26% of participants in their study believed drug use and abuse were "very concerning" issues for their schools. Not surprisingly, the importance of communication between school administrators and law enforcement officers was underscored as important to school success. The researchers also examined the extent to which specific TxSSC services and training opportunities were desired by school administrators. Forty-eight percent of participants indicated they had no training, little training, or had only moderate training in educational safety issues. Beyond this finding, McKenna, Lentz, and Gower's research did not include elements of educators' preparedness to respond to crisis events, media, or victims' services.

Outside of Texas, few studies have been conducted that focus on educators' needs and preparedness in crisis intervention and victims' services. The U.S. Dept. of Education's National Center for Education Statistics conducts the School Survey on Crime and Safety annually. The Indicators of School Crime and Safety: 2017 Report provides insights about the training needs of educators across the nation (2018). Across the nation, 76% of public schools provided training for classroom teachers on recognizing bullying behaviors, 48% provided training on recognizing early warning signs of student violent behavior, and 30% provided training on recognizing signs of students' use of drugs or alcohol. No questions asked school administrators to determine the extent to which crisis intervention or victims' services could be readily implemented in their schools following a critical incident. Similarly, the School Crime Supplement to the National Crime Victimization Survey examines bullying, drugs, and mass attack trends in schools (Yanez & Seldin, 2019). However, no nation-wide survey is available to determine the extent to which educators are prepared to implement or support crisis intervention and victims' services following a crisis.

Psychological Constructs. In reviewing the literature on educational safety studies, the CARES researchers noted that resiliency was a topic that was frequently noted in studies of educational safety. For this reason, the literature review began on these psychological constructs with resiliency and, more specifically, ways to measure resiliency in educational settings. The field of positive psychology offers tremendous support for studying resiliency in educational settings. In particular, Synder et al. (2020) *The Oxford Handbook of Positive Psychology (3rd ed.)* was invaluable in serving as a guide for psychometric constructs and research to develop our instrument. Shapiro's (2018) *The Wiley Handbook on Violence in Education: Forms, Factors, and Preventions* also proved equally valuable in locating additional research.

Resilience. Fortunately, resilience is a construct benefiting from many studies and a long history. Sagor (1996) defined resilience as "the set of attributes that provides people with the strength and fortitude to confront the overwhelming obstacles they are bound to face in life" (p. 38). Similar definitions are available from scholars such as Osofsky et al. (2015); Kronenberg et al. (2010); and Bonanno (2004). Resilience in schools is built upon the concepts of prosocial values, optimized, drive or purpose, attachments to teachers, classmates, and learning, problem solving skills, coping mechanisms, and positive self-images (Cahill et al., 2014). It is also important to understand that resilience is not the same as recovery. Recovery needs time to return the person back to the levels that existed pre-trauma while resilience is the "ability to maintain a stable equilibrium" (Bonanno, 2001, p.20). Researchers are working to understand the ability of some children to be resilient post event by studying recent traumatic experiences such as natural disasters (Osofsky et al., 2015; Kronenberg et al., 2010; & Weems et al., 2010). In conclusion, the study of resilience, especially among children, is important to further understand the impact of school safety and children's ability to handle the stress of the situation.

Hope. The theory of hope or hopeful thinking connects three ideas: goal planning (goals); ability and determination to use pathways to meet goals (pathways); and the emotional response to attainment of goals (agency) (Rand & Cheavens, 2012). This sentiment to hope among children is evident in research done by Snyder et al. (1997) who used the theory of hope to develop a Children's Hope Scale. While the researchers intent was to look at physical illness and hope in children, they also viewed how children's focus on hope extended into stressful and non-stressful situations. The concern is that when faced with obstacles to their goals, children will react in a negative manner. However, it is been seen that children who have highly encouraging support systems, i.e. parents, teachers, friends, are able to identify new pathways to meet their goals (Snyder et al, 1997). The implications of both the theory of hope, and research done on the Children's Hope scale, demonstrates that schools need to be places that encourage children to develop the ability to maintain their goals despite stressful situations.

Respect. Respect and relationships in the school setting share a common thread. They are both intertwined in the dynamics of the school culture and defined by the involved stakeholders. Research conducted by Audley & Jović (2019) focused on how values were created in the elementary school setting. A major finding was that stakeholders (i.e. school leaders, teachers, students, and parents) need to work together to develop the value setting for the school and determine what is respectful behavior. Research conducted by Sethi & Scales (2020) on

relationships and school success in the middle and high school concluded that strong relationships with a support system is a predictor of academic success. Overall, the role of the relationship between all stakeholders in the school setting ultimately will define respect the stakeholders share with each other.

In creating this study, the topic of a school's preparedness, capacity, and leadership in the role of crisis management was a focal point. In order to be prepared for a crisis, it is important to incorporate the stakeholders in developing a plan that meets the crisis needs of the district in addition to personnel equipped with the experience and training to assist with the management of a crisis situation. The organizational structures of schools create a situation where the leadership of the district have the responsibility of ensuring that stakeholders (i.e. students, staff, community) are prepared for a crisis situation. Crisis situations vary depending on the needs and concerns of the individual school district. For example, in a school district located in an area prone to natural disasters such as hurricanes or earthquakes, crisis plans need to be equipped to handle such incidents. Every school is required by law (Every Student Succeeds Act of 2015) to have a crisis management plan. The overall district is responsible for preparing such a document, but it is the leadership of the individual buildings and district leadership's responsibility to ensure that these plans are read and understood by stakeholders (Olinger Steeves et al., 2017). The school capacity to handle a crisis include various members of the school community, which are placed in a different type of leadership role in preparing and controlling a crisis situation than the administrators. These school community members often include the school mental health professions and school resource officers (SRO). Each hold their own role within the school community to assist in the management of a crisis situation based on their experience and understanding of the crisis situation (Eklund et al., 2018). A school's ability to handle a crisis situation rests on its preparedness, capacity, and leadership, therefore an emphasis on the effectiveness of these areas were considered throughout this research study.

The survey instrument and interview scripts for this study were developed using current and related literature on educational safety. It became clear that a recent, comprehensive examination of educators' needs was needed to inform resoruces being offered to educators and to match the goals established in the Governor's School and Firearm Safety Action Plan. Therefore, researchers in the Center for Assessment, Research, and Educational Safety (CARES) designed an instrument, data collection and methods plan, and analytic strategy to inform polices and practices for years to come. Through these literature-informed efforts, a strong database has been developed.

Effective Needs Assessment Surveying Methods

The nature of school safety is evolving and the need for victims' services to keep pace with these changes is great. Therefore, research needed to keep up with these ever-changing contexts. To support the usability and longevity of the interpretations of these results, the CARES research team sought to design the most effective, comprehensive, and meaningful sample possible. Therefore, a comprehensive review of methodological guidance was conducted. First, CARES researchers consulted trusted sources of methodological guidance such as the Cohen et al. (2019) *Research Methods in Education* or Frey's (2018) *SAGE Encyclopedia of Educational Research,*

Methods, and Evaluation. After consulting these and other sources and reviewing the available contact data for potential participants, CARES researchers determined a census-style data collection method was consonant with best practices in education research. Key facets of these sorts of studies include the capacity to invite participation from all members of a population and the ability to examine subgroups of this population. Therefore, CARES researchers also reviewed practices in developing a stratified sample of various subpopulations. Fortunately, CARES researchers have extensive experience developing such census-style and stratified sampled studies.

It also is important to conduct regular needs assessments across the state to ensure information is current and relevant to the escalating nature of school safety issues and build a reliable dataset on these topics. The current needs assessment will provide a baseline for larger statewide examinations of this topic and future research. Moreover, CARES researchers provide a timely update on safety topics through this study and offer a more focused examination on crisis intervention and victims' services to inform educational practice and policy.

Research Methods

A unique facet of this study is its size. Never before has Texas undertaken a census of educators' needs in educational safety. To develop a comprehensive sample that allows for generalizations to the wider population, the CARES researchers developed a comprehensive stratified sample of all available educators' contact information throughout the state. CARES staff began collecting contact information in December 2019. By February 2020, 412,085 valid professional and personal email addresses for educators in 10 subpopulations in the state of Texas had been obtained. The CARES faculty and staff used publicly available files from TEA, open records requests, website searches, and phone calls to collect this contact information for ten different subpopulations of educators across the state: (a) K-12 teachers, (b) principals, (c) counselors, (d) school police chiefs, (e) superintendents, (f) higher education professors, (g) higher education deans of students, (h) higher education police chiefs, (i) directors of university counseling, and (j) university presidents. Only public schools, public charter schools, and public institutions of higher education were included in this sample as the researchers were unable to obtain contact information from many private schools and institutions. However, future research and partnerships should include private institutions' in similar studies. Contact information was stored in an encrypted file while stratified sampling occurred. Because every attempt was made to collect all educators' contact information, but three schools and one university expressly refused to provide information requested, CARES researchers cannot say the present study is a *true census* of educators in the state. Instead, the nearly universal contact information attempts suggest this project is best described as a *census-style* sampling method; one which nearly encompasses all educators in the state.

The contact information files were then stratified to ensure CARES researchers could focus on obtaining responses from the widest variety of educators across the state. The four strata for this sample are (a) K-12 or higher education level, (b) institutional type, (c) region, and (d) urbanicity. The institutional type strata included all public independent school districts and their campuses in the state. It also included public charter schools in the state. Within this strata, the

grade level was also tracked (elementary school, middle/intermediate school, and high school). This allows CARES researchers to examine unique contexts of this growing group of educational institutions. Public higher education institutions were tracked in this strata as either a community college or a four year university (with or without professional schools). Regions were also included as a strata in this census-style sample. For the purpose of this study, K-12 educational service center regions and Texas Higher Education Coordinating Board regions were included in this strata. However, CARES researchers also included Health and Human Services regions in the data set for consideration in future analyses as many services offered to schools and universities during a crisis correspond to these regions rather than educational regions. For the purpose of this report, all references to *region* indicate an educational region—either higher education or K-12 ESC region—unless otherwise stated. Finally, the zip code of each school district, campus, or institution of higher learning was included in a key file that supported the development of an urbanicity variable. For K-12 schools, each school was coded according to the Nation Center for Education Statistics (Snyder et al, 2007) urban-centric locale categories. This allowed each school district and campus to be categorized as rural, town, suburban, city, or urban in classification. For higher education, the Integrated Postsecondary Education Data System's *Degree of Urbanicity* variable was included for every institution of higher education. This allowed CARES researchers to include a rural, town, suburban, or city label for every institution of higher education in this strata. Appendix B describes the total number of cells, participants, respondents, and response rate in each cell of the strata.

Next, a key file was developed to ensure that participants' response was not associated with demographic or location information that might identify their response in these data files. CARES researchers promised a level of confidentiality to all survey participants. Therefore, this precaution is in place to support the reliability of the research and the honesty with which participants responded to the survey. These data files and survey tables do not have identifiable inform in them and the key file (as well as data files) are password encrypted on a secure server maintained by CARES. A total of 412,085 valid email addresses were collected and secured in this manner.

Instrument Development

With the information from the literature review in mind, CARES faculty met with TxSSC faculty and staff to develop and refine an instrument for the state-wide survey accompanied by qualitative interviews of select participants. Collectively, the team decided to offer parallel surveys to different subpopulations of educators across both K-12 and college/university level institutions. This parallel instrument design allows for comparisons of attitudes across groups and prioritization of recommendations relative to various subpopulations' needs. The instrument was developed using the 6 aforementioned psychometric constructs (resilience, hope, respect, preparedness, capacity, and leadership), a focus on familiarity with victims' services, and a section on arming educational staff. Quantitative data were collected using Likert-type scales where 1=strongly disagreed, 2=disagree, 3=somewhat disagree, 4=somewhat agree, 5=agree, and 6=strongly agree. Surveys also included open-ended questions to elicit text responses to various questions. These responses were designed to inform both quantitative data and a separate qualitative interview phase of the project (described in greater detail in Data Collection).

The instrument is divided into 10 sections: (a) statement of informed consent, (b) review of operational definitions, (c) relationships, (d) staffing and resources, (e) leadership, (f) training needs, (g) preparedness and capacity, (h) familiarity with services, (i) arming educators, and (j) concluding questions. The resulting survey produced a core set of questions that address the research question and was built upon the literature foundations. From here, the core questions were augmented for specific subpopulations' ease of reading and applicability. For example, in the superintendent subpopulation, questions focused on their *district's* policies and practices whereas in the principals' subpopulation the questions focused on *campus* policies and practices. For professors, the *institution* was the unit of analysis while the *school* was the unit of analysis for K-12 teachers. Beyond these slight population-specific terms, no other terms were changed, allowing for comparison across groups. Certain groups did have a few questions added to their surveys given the unique role they hold in the organizations and the need to examine data in further detail. For example, so that CARES researchers could better understand how school and university police officers were situated in their school/university, questions about how campus police were employed and who they reported to were included in the school and university police chief surveys. Similarly, questions about the nature of counselors' roles were also included in their surveys.

After surveys for each subpopulation were created, experts in CARES and the TxSSC reviewed and refined the instrument. The instruments were improved considerably through these discussions. All instruments were then entered into the CARES survey delivery system, Qualtrics. Once prepared, all instruments were piloted with select participants in each subpopulation. These pilot testers also provided valuable feedback on the survey and further refinements were made before instruments were tested once more by CARES researchers before administration.

Survey Administration

The state-wide needs assessment was launched to 412,085 K-12 and college/university educators across the state on February 26, 2020. CARES researchers have developed a trusted surveying system that enhances response for electronic surveys. This system includes personalized email invitations and reminder messages staggered at specific intervals, typically two weeks apart. After the initial February 26 invitation, reminder emails were sent out to non-responding participants on March 8, March 29, and April 5. Each reminder email was augmented slightly to encourage participants to complete the survey. Each subpopulation received its respective survey invitation and reminder emails at the same time. After the April 5 final reminder, three weeks elapsed before survey participants concluded their submissions. After three days of no new responses, the surveys were closed to further these data collections. In total, data collection ran for sixty days.

A total of 33,597 participants logged into the system following the invitation or a reminder email; of these 30,725 consented to participate in the study. Of those consenting to participate, 25,161 respondents completed a majority of the survey's quantitative questions. Therefore, CARES researchers determined that the number of useable responses was 25,161 or 6.1% of the original pool of invited participants. Though low, such a response rate is in keeping with other large-scale surveys hosted by CARES and other educational research agencies. As noted in

Appendix B a healthy number of responses was received in each of the stratified cells of the census-style sample. Generalizability analyses will be shared in the results section, allowing for these data to represent larger population perspectives with limitations.

The Influence of COVD-19 on these Results

During the administration, Texas' educators faced an unprecedented advance of COVID-19 around the world and state. CARES researchers developed a plan for continuing survey administration since data collection was nearly three-quarters completed by the time many schools began suspending normal operations. For example, 70.9% of the useable responses were already received once Governor Abbott announced the suspension of normal educational operations for the remainder of the school year on March 31. Analyzing responses for specific questions related to preparedness for viral outbreaks for respondents before and after this date reveals no statistically significant mean differences between pre- and post-closure respondents. However, reviewing data for respondents for different dates, perhaps earlier in the closure process, or in different rural or urban settings may reveal different results. At this time, however, there is nothing to suggest in initial analyses that COVID-19 drastically altered or persuaded data collection to the point that data are unusable. In fact, with further research and some of the analyses presented in the next section, one could argue that collecting educational needs assessment data amidst a pandemic makes these data timely and salient.

Research Results

Descriptive results from the educator surveys are included for three substantive areas as requested by the Office of the Governor. First, CARES researchers report results from a series of questions asking educators about their familiarity with resources offered by the state, especially the Public Safety Office in the Office of the Governor. In this section, results are also included from questions measuring perceived needs as well as ease for staying up-to-date on safety laws. Second, educators' perceptions were reported regarding the likelihood of specific crisis events occurring in school or on campus. Finally, the researchers report results pertaining to support for arming teachers, faculty, and staff with firearms. While the presentation of these results focuses on findings from key questions within each of these areas, we also provide the results across a fuller range of questions in tabular form in Appendix A.

The results are organized by K-12 and Higher Education institutional levels. Within each level, results are further broken down by educator subpopulations and institution types. For K-12 institutions, these include district-level administrators (superintendents and police chiefs) and school-level educators (teachers, principals, and counselors) across high, middle, elementary, and special setting schools (i.e., public charter schools and specialized academies). *Table 1* provides the number and percentage of survey respondents across subpopulation and institution types for K-12 educators.

Table 1: **K-12** Number (%) of Respondents by Subpopulations and Institution Types

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting	Totals
Superintendents	234 (100.0)	N/A	N/A	N/A	N/A	234 (100.0)
Police Chiefs	94 (100.0)	N/A	N/A	N/A	N/A	94 (100.0)
Principals	N/A	92 (23.9)	67 (17.4)	136 (35.3)	90 (23.4)	385 (100.0)
Teachers	103 (0.5)	5,864 (29.5)	4,189 (21.1)	6,813 (34.3)	2,919 (14.7)	19,888 (100.0)
Counselors	4 (0.3)	379 (32.1)	267 (22.6)	375 (31.8)	155 (13.1)	1,180 (100.0)

For higher education institutions, results are broken down by community college and university institutions for president, dean of students, police chief, and professor subpopulations. The low response numbers (N=7) for university counseling directors precluded this subpopulation from being examined in subsequent analyses. *Table 2* provides the number and percentage of survey respondents across subpopulation and institution types for higher education respondents.

Table 2: **Higher Education** Number (%) of Respondents by Subpopulations & Institution Types

	Community College	University	Totals
Presidents	20 (66.7)	10 (33.3)	30 (100.0)
Police Chiefs	21 (61.8)	13 (38.2)	34 (100.0)
Dean of Students	11 (50.0)	11 (50.0)	22 (100.0)
Professors	614 (18.7)	2,673 (81.3)	3,287 (100.0)
Counselors	4 (57.1)	3 (42.9)	7 (100.0)

Analytic Strategy

For each of the three substantive areas, the following descriptive and bivariate statistics are provided, where appropriate. First, the median response on the survey item for each educator subpopulation and institution type is provided. Given that each survey question is based on a 6-point Likert scale, the median provides the middle response for each group based on the distribution of responses for a particular question. Average deviation scores are also reported and were calculated using the approach of Burke & Dunlap (2002). Average deviation scores were chosen because they provide for easier interpretation for the amount of variation that exists within each educator subpopulation based on the ordinal nature of the Likert response options. These scores reflect the amount of consensus on a measure for each specific subgroup of educators, where lower values equal greater consensus. For example, an average deviation score of 0.00 would mean that respondents in a given group (e.g., high school teachers) had perfect consensus on a specific question (i.e., familiarity with the Public Safety Office). The method for developing these scores also provides a threshold for determining a significant lack of consensus on survey items. For Likert scales with six response options, this threshold is 1.00 (Dunlap et al., 2003). As such, in subsequent analyses, average deviation scores of 1.00 or greater indicate that respondents in a given group were, on average, at least one unit apart on the Likert scale, reflecting a significant lack of consensus for a particular question. Finally, when appropriate, the results from bivariate chi-square analyses are also reported. These analyses can be used to show any statistically significant differences in educator responses across institution types.

Area #1: Familiarity with Resources Offered by State Agencies Related to Crisis Events

In this section, the researchers highlight responses for key questions that measure educators' familiarity with resources offered by the Public Safety Office in the Officer of the Governor, familiarity with resources from state agencies that would be offered to districts following a crisis event, belief that districts have all of the services needed to rebound local from a crisis event, and belief that government agencies make it easy to stay up-to-date on safety laws. For educators in leadership positions, levels of recurring communication were assessed with victims' service agencies as well as agencies that would respond to crisis events. Responses for each item were based on the following 6-point Likert Scale: 1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, or 6=Strongly Agree.

K-12 Respondents

Teachers (see Table 3)

Most teachers, regardless of institution level, were unfamiliar with resources offered by the state. The median response for familiarity with resources offered by the Public Safety Office was "Disagree" across each institution type. Responses for familiarity with resources from state agencies in general was only slightly higher at "Somewhat Disagree." Teachers across all five institution types also "Somewhat Disagreed" with the notions that their districts had all the services needed to rebound from a crisis event and that government agencies make it easy to stay up-to-date on safety laws. Within institution types, middle school teachers had the most consensus on questions of familiarity with services and needs, followed by elementary school teachers. These

findings help state agencies prioritize efforts to clarify crisis resources offered to specific types of campuses.

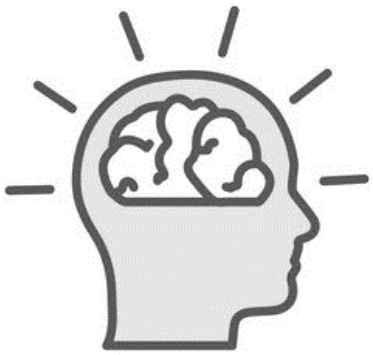
Even though median responses for each question were similar for all teachers, the chi-square analysis did show some significant differences across institution types. Elementary and middle school teachers were slightly less familiar with resources from the Public Safety Office and state agencies in general than high school and special setting teachers. However, elementary school teachers were slightly more likely to believe that government agencies made it easy to stay up-to-date on safety laws than high school and middle school teachers.

Table 3: K-12 **Teacher** Familiarity with Resources and Needs by Institution Type

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
I am familiar with resources offered by the Public Safety Office in the Office of the Governor.					
Median Response	Disagree	Disagree	Disagree	Disagree	Disagree
Average Deviation	1.16	1.01	0.92	0.93	1.02
Number (%) Responding	84 (81.6)	5,080 (86.6)	3,538 (84.5)	5,511 (80.9)	2,411 (82.6)
		*Chi-Square = 74.39 (df=20), p<.001***			
I am familiar with resources from state agencies that would be offered to our district following a crisis event.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.28	1.22	1.21	1.19	1.23
	85 (82.5)	5,084 (86.7)	3,542 (84.6)	5,513 (80.9)	2,411 (82.6)
		*Chi-Square = 84.39 (df=20), p<.001***			

Table 3: K-12 **Teacher** Familiarity with Resources and Needs by Institution Type

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Our district has all of the services needed to rebound from a crisis event locally.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.11	1.13	1.09	1.08	1.18
Number (%) Responding	82 (79.6)	5,056 (86.2)	3,516 (83.9)	5,460 (80.1)	2,397 (82.1)
		*Chi-Square = 114.40 (df=20), p<.001***			
Government agencies make it easy to stay up-to-date on safety laws.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.10	0.99	0.98	1.01	1.09
Number (%) Responding	82 (79.6)	5,044 (86.0)	3,507 (83.7)	5,429 (79.7)	2,381 (81.6)
		*Chi-Square = 102.79 (df=20), p<.001***			



School Counselors (See Table 4)

School counselors reported being less familiar with resources by the Public Safety Office (Median response=Somewhat Disagree across all institution types) than they were with resources from state agencies in general (Median response=Somewhat Agree across all institution types). Compared to teachers, school counselors did express greater agreement in their belief that their district had all of the services needed to respond to a crisis event locally (Median response=Somewhat Agree across all institution types). Similar to teachers though, they "Somewhat Disagreed" with the notion that government agencies made it easy to stay up-to-date on safety laws. The chi-square analyses revealed no significant differences in school counselor responses across the four institution types.

School counselors shared the most consensus for the question on ease of staying up-to-date on safety laws. There was a significant lack of consensus among school counselors within each institution type for each of the other three questions.

Table 4: K-12 **School Counselor** Familiarity with Resources, Communication, and Needs by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
I am familiar with resources offered by the Public Safety Office in the Office of the Governor.				
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.14	1.08	1.16	1.19
Number (%) Responding	318 (83.9)	211 (79.0)	311 (82.9)	134 (86.5)
	Chi-Square = 12.68 (df 15), non-significant			

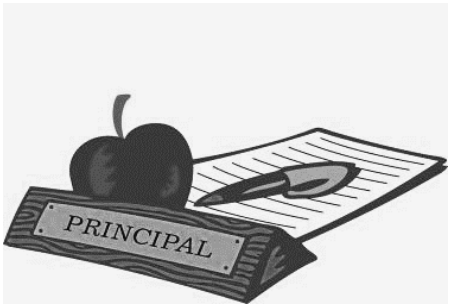
Table 4: K-12 **School Counselor** Familiarity with Resources, Communication, and Needs by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
I am familiar with resources from state agencies that would be offered to our district following a crisis event.				
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.02	1.11	1.06	1.16
Number (%) Responding	319 (84.2)	212 (79.4)	312 (83.2)	135 (87.1)
	Chi-Square = 17.36 (df=15), non-significant			
Our district has all of the services needed to rebound from a crisis event locally.				
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.04	1.07	1.06	1.09
Number (%) Responding	318 (83.9)	211 (79.0)	311 (82.9)	134 (86.5)
	Chi-Square = 12.40 (df=15), non-significant			

Table 4: K-12 **School Counselor** Familiarity with Resources, Communication, and Needs by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
Government agencies make it easy to stay up-to-date on safety laws.				
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	0.96	0.89	0.99	1.00
Number (%) Responding	317 (83.6)	210 (78.7)	312 (83.2)	131 (84.5)
	Chi-Square = 18.87 (df=15), non-significant			

Principals (See Table 5)



Principals were less familiar with resources offered by the Public Safety Office than they were with resources provided by state agencies in general. With respect to familiarity with resources provided by state agencies, high school principals reported significantly more familiarity than principals from the other three school institutions. Middle school, elementary, and special setting principals reported less recurring communication with both victims' services and other state agencies than high school principals, but these differences were not statistically significant.

While high school principals had more positive views on the belief that their district has all of the services needed to respond to crisis events, and middle school principals had more positive views on the ease of staying up-to-date on safety laws, these responses were not significantly different from principals at the other institution types.

Table 5: K-12 **Principal** Familiarity with Resources, Communication, and Needs by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
Number (%) Responding	86 (93.5)	56 (83.6)	118 (86.8)	74 (82.2)
I am familiar with resources offered by the Public Safety Office in the Office of the Governor.				
Median Response	Somewhat Disagree/ Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.16	0.89	0.92	0.97
	Chi-Square = 20.74 (df 15), non-significant			
I am familiar with resources from state agencies that would be offered to our district following a crisis event.				
Median Response	Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	0.88	1.07	0.73	0.99
	*Chi Square = 31.88 (df=15), p<.01***			

Table 5: K-12 **Principal** Familiarity with Resources, Communication, and Needs by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
I communicate with agencies that would respond to a crisis event in our district on a recurring basis.				
Median Response	Somewhat Disagree/ Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.16	0.89	0.92	0.97
	Chi Square = 20.74 (df=15), non-significant			
I communicate with agencies that would provide victims' services following a crisis event on a recurring basis.				
Median Response	Somewhat Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.12	1.05	1.05	1.24
	Chi Square =14.40 (df=15), non-significant			
Our district has all of the services needed to rebound from a crisis event locally.				
Median Response	Somewhat Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.12	1.05	1.05	1.24
	Chi Square =14.41 (df=15), non-significant			
Government agencies make it easy to stay up-to-date on safety laws.				
Median Response	Somewhat Disagree	Somewhat Agree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.03	1.16	1.03	1.11
	Chi Square = 9.80 (df=15), non-significant			

Superintendents & Police Chiefs (see Table 6)

Much of the prior literature has focused on the relationship and communication between superintendents and law enforcement. For this reason, the researchers offer a comparison of superintendent and police chief responses in *Table 6*. At the district level, both superintendents and school police chiefs reported rather high levels of familiarity with resources offered by the Public Safety Office and state agencies in general. They also reported more recurring communication with victims' services and other state agencies and believed that their district had the necessary services to rebound from a crisis event.

With few exceptions, average deviation scores for both superintendents and police chiefs indicated significant consensus for this set of questions. This suggests that even though superintendents and police chiefs represent different districts, they all share similar perceptions of familiarity with resources provided by state agencies, communication with these agencies, perceived needs, and ease of staying up-to-date on safety laws. These findings suggest that superintendents and police chiefs are "on the same page" with each other and relatively informed on Resources, Communication, and Needs.

Table 6: K-12 **District Level** Familiarity with Resources, Communication, and Needs

	Superintendents	Police Chiefs
Number (%) Responding	199 (85.0)	84 (89.4)
I am familiar with resources offered by the Public Safety Office in the Office of the Governor.		
Median Response	Somewhat Agree	Agree
Average Deviation	1.03	0.88
I am familiar with resources from state agencies that would be offered to our district following a crisis event.		
Median Response	Agree	Agree
Average Deviation	0.71	0.89
I communicate with agencies that would respond to a crisis event in our district on a recurring basis.		
Median Response	Agree	Agree
Average Deviation	0.73	0.59

Table 6: K-12 **District Level** Familiarity with Resources, Communication, and Needs

	Superintendents	Police Chiefs
I communicate with agencies that would provide victims' services following a crisis event on a recurring basis.		
Median Response	Somewhat Agree	Agree
Average Deviation	0.90	1.04
Our district has all of the services needed to rebound from a crisis event locally.		
Median Response	Somewhat Agree	Agree
Average Deviation	1.02	0.95
Government agencies make it easy to stay up-to-date on safety laws.		
Median Response	Somewhat Agree	N/A
Average Deviation	0.98	N/A

Note: N/A=The question was not asked to School Police Chiefs

Higher Education Respondents

Professors (see Table 7)

Both community college and university professors reported slightly less familiarity with resources offered by the Public Safety Office (Median response=Disagree) than with resources from state agencies in general (Median response=Somewhat Disagree). Both also "Somewhat Disagreed" with the notions that their campus had all of the services needed to rebound from a crisis event and that government agencies make it easy to stay up-to-date on safety laws. Results from the chi-square analyses revealed no significant differences between community college and university professors' responses to these questions.

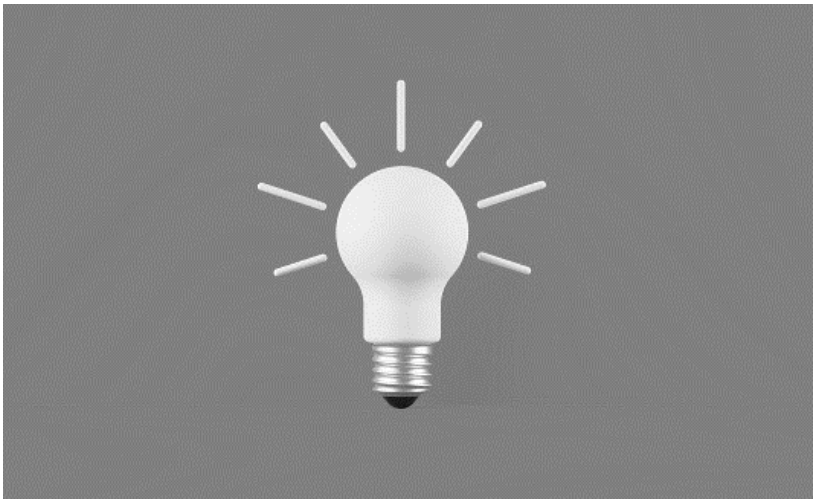
With one exception, average deviation scores for these questions were all greater than 1.00. This indicates that professors within both community colleges and university settings significantly lacked consensus on these issues.

Table 7: Higher Education **Professor** Familiarity with Resources, Communication, and Needs by Institution Type

	Community College	University
I am familiar with resources offered by the Public Safety Office in the Office of the Governor.		
Median Response	Disagree	Disagree
Average Deviation	1.02	1.01
Number (%) Responding	547 (89.1)	2,288 (85.6)
	Chi-Square = 0.59 (df=5), non-significant	
I am familiar with resources from state agencies that would be offered to our district following a crisis event.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.18	1.16
Number (%) Responding	544 (88.6)	2,284 (85.4)
	Chi-Square = 1.60 (df=5), non-significant	
Our institution has all of the services needed to rebound from a crisis event locally.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.11	1.06
Number (%) Responding	533 (86.8)	2,217 (82.9)
	Chi-Square = 4.09 (df=5), non-significant	

Table 7: Higher Education **Professor** Familiarity with Resources, Communication, and Needs by Institution Type

	Community College	University
Government agencies make it easy to stay up-to-date on safety laws.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.01	0.99
Number (%) Responding	538 (87.6)	2,225 (83.2)
	Chi-Square = 0.87 (df=5), non-significant	



Administration (See Table 8)

Community college presidents (Median response=Disagree) and community college deans of students (Median response=Somewhat Agree) reported less familiarity with resources offered by the Public Safety Office than the other higher education administrators (Median responses=Agree). Community college deans of students also reported less frequent communication with crisis response agencies.

Both community college and university police chiefs reported consistently high levels of agreement across all six questions measuring familiarity with resources and communication. Police chiefs also had the lowest average deviation scores, indicating high levels of consensus within both university and community college settings on these types of questions

Table 8: Higher Education **Administration** Familiarity with Resources, Communication, and Needs by Institution Type

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Number (%) Responding	18 (90.0)	10 (100.0)	10 (90.9)	8 (72.7)	19 (90.5)	11 (84.6)
I am familiar with resources offered by the Public Safety Office in the Office of the Governor.						
Median Response	Somewhat Disagree	Agree	Somewhat Agree	Agree	Agree	Agree
Average Deviation	1.00	0.90	0.90	0.75	1.00	0.36
I am familiar with resources from state agencies that would be offered to our district following a crisis event.						
Median Response	Somewhat Agree	Agree	Somewhat Agree/Agree	Agree	Agree	Agree
Average Deviation	1.00	0.70	0.80	0.50	0.89	0.54

Table 8: Higher Education **Administration** Familiarity with Resources, Communication, and Needs by Institution Type

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
I am familiar with resources from state agencies that would be offered to our district following a crisis event.						
Median Response	Somewhat Agree	Agree	Somewhat Agree/Agree	Agree	Agree	Agree
Average Deviation	1.00	0.70	0.80	0.50	0.89	0.54
I communicate with agencies that would respond to a crisis event in our district on a recurring basis.						
Median Response	Agree	Somewhat Agree	Somewhat Disagree	Somewhat Agree	Agree	Agree
Average Deviation	0.83	1.22	1.40	0.62	0.58	0.45
I communicate with agencies that would provide victims' services following a crisis event on a recurring basis.						
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Disagree/Agree	Somewhat Agree/Agree	Agree	Agree
Average Deviation	1.06	1.22	1.40	0.62	0.74	0.36

Table 8: Higher Education **Administration** Familiarity with Resources, Communication, and Needs by Institution Type

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Our district has all of the services needed to rebound from a crisis event locally.						
Median Response	Somewhat Agree	Somewhat Agree/Agree	Somewhat Disagree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	0.72	1.10	0.70	0.37	0.79	0.64
Government agencies make it easy to stay up-to-date on safety laws.						
Median Response	Somewhat Disagree/Agree	Somewhat Agree	Somewhat Agree	Somewhat Disagree	Somewhat Agree	Somewhat Agree
Average Deviation	0.89	1.00	1.00	0.75	1.05	0.64

Other Key Findings for School/Campus Safety Related to Crisis Events:

Educators were also asked about their concerns for safety pertaining to crisis events and about their training related to crisis events. The results of these questions for all educator subpopulations are provided in the appendix. Here, highlighted are some key observations from the teacher and professor subpopulations.

Teachers (See Tables 9 & 10)

Teachers across all school types "Somewhat Agreed" that safety was the most pressing concern for their school and that they were worried about the safety of their school. With that said, the average deviation scores for teachers within school types were all above 1.00 for these two questions, indicating a significant lack of consensus on safety concerns among teachers within each type of school setting. Teachers also "Somewhat Disagreed" with the notions that active attacks could not be prevented or that the effects of natural disasters could not be mitigated. They also "Agreed" that there were multiple ways to address crisis events. Average deviation scores for these questions were mostly below 1.00, meaning that teachers within schools shared similar sentiments on these issues.

Table 9: K-12 **Teacher** Concerns about School Safety Related to Crisis Events by Institution Type

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Safety is the most pressing concern for our school.					
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.25	1.20	1.20	1.22	1.28
Number (%) Responding	84 (81.6)	5,076 (86.6)	3,536 (84.4)	5,493 (80.6)	2,410 (82.6)
		*Chi-Square = 53.57 (df=20), p<.001***			
I worry about the safety of our schools.					
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.28	1.23	1.19	1.25	1.27
Number (%) Responding	82 (79.6)	5,075 (86.5)	3,527 (84.2)	5,481 (80.4)	2,400 (82.2)
		*Chi-Square = 102.40 (df=20), p<.001***			
There is no way to prevent an active attack on our schools.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.07	1.09	1.04	0.96	1.06
Number (%) Responding	83 (80.6)	5,070 (86.5)	3,517 (84.0)	5,487 (80.5)	2,409 (82.5)
		*Chi-Square = 155.03 (df=20), p<.001***			

Table 9: K-12 **Teacher** Concerns about School Safety Related to Crisis Events by Institution Type

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
There is no way to mitigate the effects of a natural disaster on our schools.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	0.83	0.98	0.99	0.95	1.01
Number (%) Responding	81 (78.6)	5,066 (86.4)	3,519 (84.0)	5,455 (80.1)	2,400 (82.2)
		*Chi-Square = 39.93 (df=20), p<.01***			
There are many ways to address crisis events.					
Median Response	Agree	Agree	Agree	Agree	Agree
Average Deviation	0.69	0.59	0.60	0.64	0.64
Number (%) Responding	83 (80.6)	5,066 (86.4)	3,513 (83.9)	5,465 (80.2)	2,403 (82.3)
		*Chi-Square = 121.94 (df=20), p<.001****			

Although the median responses for these questions were the same across all school types, chi-square analyses did show significant variation in teacher responses to these questions across schools. The distribution of responses indicated that elementary school teachers and teachers working in district administration were slightly more likely to agree that safety was the most pressing concern for their schools and slightly less likely to believe that there are many ways to address crisis events. High school teachers were slightly more likely to worry about the safety of their schools and to believe that there is no way to prevent an active attack on their schools.

With respect to training, teachers across all institution types "Agreed" that they could identify a student with escalating safety concerns, and the average deviation scores indicated strong consensus within schools on this question. On the other hand, teachers "Somewhat Disagreed" that they have been trained to support students and families following a crisis event. There was a significant lack of consensus for teachers within each school type, however, suggesting wide variation in teachers' perceived training on this issue.

Table 10: K-12 **Teacher** Responses to Safety & Training Related to Crisis Events by Institution Type

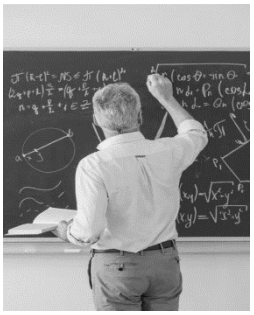
	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
It is clear who is in charge of our school's response to a crisis event.					
Median Response	Somewhat Agree	Agree	Agree	Agree	Agree
Average Deviation	1.05	1.05	1.13	0.99	1.08
Number (%) Responding	85 (82.5)	5,093 (86.9)	3,548 (84.7)	5,520 (81.0)	2,423 (83.0)
		*Chi-Square = 70.41 (df=20), p<.001***			
I can identify a student with escalating safety concerns.					
Median Response	Agree	Agree	Agree	Agree	Agree
Average Deviation	0.81	0.79	0.70	0.71	0.74
Number (%) Responding	85 (82.5)	5,075 (86.5)	3,543 (84.6)	5,508 (80.8)	2,413 (82.7)
		*Chi-Square = 264.29 (df=20), p<.001***			
I have been trained how to respond to crisis events.					
Median Response	Somewhat Agree	Agree	Agree	Agree	Agree
Average Deviation	1.38	0.96	1.02	1.02	1.05
Number (%) Responding	84 (81.6)	5,088 (86.8)	3,548 (84.7)	5,512 (80.9)	2,420 (82.9)
		*Chi-Square = 59.96 (df=20), p<.001***			

Table 10: K-12 **Teacher** Responses to Safety & Training Related to Crisis Events by Institution Type

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
I have been trained to support students and families following a crisis event.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.42	1.25	1.25	1.25	1.31
Number (%) Responding	85 (82.5)	5,084 (86.7)	3,543 (84.6)	5,513 (80.9)	2,414 (82.7)
		*Chi-Square = 59.43 (df=20), p<.001****			

Once again, even though median responses were the same across school settings for these two questions, the chi-square results did indicate significant differences in responses across school types for teachers. Specifically, high school teachers were slightly less likely to believe that they could identify a student with escalating safety concerns. Elementary and middle school teachers were slightly less likely to report being trained to support students and families following a crisis event.

Professors (See Tables 11 & 12)



Unlike teachers, both community college and university professors both "Somewhat Disagreed" that safety was the most pressing concern for their institution as well as with the statement that they were worried about the safety of their institution. Within both institutional settings, however, there was a significant lack of consensus among professors for both of these questions. Like teachers, professors also "Somewhat Disagreed" with the notions that there was no way to prevent active attacks or to mitigate the effects of natural disasters, and "Agreed" that there were multiple ways to address crisis events.

Both community college and university professors "Somewhat Agreed" that they could identify a student with escalating safety concerns and have been trained on how to respond to crisis events. However, they also "Somewhat Disagreed" that they have been trained to support students and families following a crisis event.

Table 11: Higher Education **Professor** Concerns about School Safety Related to Crisis Events by Institution Type

	Community College	University
Safety is the most pressing concern for our institution.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.26	1.24
Number (%) Responding	545 (88.8)	2,258 (84.5)
	Chi-Square = 2.35 (df=5), non-significant	
I worry about the safety of our institution.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.24	1.20
Number (%) Responding	543 (88.4)	2,285 (85.5)
	Chi-Square = 7.25 (df=5), non-significant	
There is no way to prevent an active attack on our campus.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.24	1.23
Number (%) Responding	545 (88.8)	2,266 (84.8)
	Chi-Square = 4.69 (df=5), non-significant	
There is no way to mitigate the effects of a natural disaster in our institution.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	0.99	0.99

Table 11: Higher Education **Professor** Concerns about School Safety Related to Crisis Events by Institution Type

	Community College	University
Number (%) Responding	545 (88.8)	2,277 (85.2)
	Chi-Square = 3.99 (df=5), non-significant	
There are many ways to address crisis events.		
Median Response	Agree	Agree
Average Deviation	0.67	0.63
Number (%) Responding	540 (87.9)	2,269 (84.9)
	Chi-Square = 4.03 (df=5), non-significant	

For all safety concern and training questions, chi-square analyses revealed no significant differences between community college and university professors on these issues.

Table 12: Higher Education **Professor** Responses to Safety & Training Related to Crisis Events by Institution Type

	Community College	University
It is clear who is in charge of our institution's response to a crisis event.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	1.13	1.11
Number (%) Responding	546 (88.9)	2,277 (85.2)
	Chi-Square = 7.05 (df=5), non-significant	

Table 12: Higher Education **Professor** Responses to Safety & Training Related to Crisis Events by Institution Type

	Community College	University
Our professors and staff can identify a student with escalating safety concerns.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	0.90	0.86
Number (%) Responding	544 (88.6)	2,282 (85.4)
	Chi-Square = 5.45 (df=5), non-significant	
Professors and staff have been trained how to respond to crisis events.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	1.18	1.19
Number (%) Responding	545 (88.8)	2,298 (86.0)
	Chi-Square = 7.47 (df=5), non-significant	
Professors and staff have been trained to support students and families following a crisis event.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.11	1.12
Number (%) Responding	542 (88.3)	2,287 (85.6)
	Chi-Square = 8.90 (df=5), non-significant	

Area #2: Educators Perceived Likelihood of Crisis Events Occurring

In this section, CARES researchers highlight responses for educators' perceived likelihood of crisis events occurring in schools or on campus. In the report, the researchers highlight and discuss key findings from educators' perceived likelihood of six different types of attacks of

occurring: active shooter, vehicular, knife attacks/stabbing, chemical spill/attacks, intentional bomb/explosion, and terrorist attacks. Included in the Appendix A are tabular results for educator's perceived likelihood of natural disasters (wildfires, earthquakes, floods, tornados, hurricanes, and winter storms) and of other crisis type events (fires, community crises, and spread of infectious disease). Since COVID-19 could have influenced responses on the likelihood of the spread of infectious diseases, this report contains results for educators who took the survey before March 19 and those that took it on or after March 19. This is the date that a public health disaster was declared in the state and K-12 schools were closed indefinitely. Responses for each item were based on the following 6-point Likert Scale: 1=Extremely Unlikely, 2=Moderately Unlikely, 3=Somewhat Unlikely, 4=Somewhat Likely, 5=Moderately Likely, or 6=Extremely Likely.

K-12 Respondents

Teachers (See Table 13)

Of the six different types of attack-related crisis events, teachers responded that active shooter and knife attacks were "Somewhat Likely" to occur in school. The average deviation scores were mostly below 1.00, indicating a degree of consensus on the likelihood of these attacks among teachers within each school type. Median responses for the remaining four attack-related crisis events were in the "Somewhat Unlikely" to "Moderately Unlikely" range. Average deviation scores for these crisis events were mostly above 1.00 indicating significant disagreement among teachers within schools on the likelihood of vehicular, chemical, intentional bomb, and terrorist attacks occurring.

For all attack types, chi-square analyses revealed significant differences between school types on teachers' perceived likelihood of attacks occurring. Even though median responses for teachers across all school types was "Somewhat Likely" for both active shooter and knife attacks, elementary school teachers were slightly less likely to believe that active shooter and knife attacks would occur in schools.

Table 13: K-12 **Teacher** Respondents Perceived Likelihood of *Attacks* Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Average Number (%) Responding	77 (74.8)	4,596 (78.4)	3,164 (75.5)	4,905 (72.0)	2,128 (72.9)
Active Shooter					
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.88	0.96	0.91	0.96	0.99
		*Chi-Square = 179.46 (df=20), p<.001****			

Table 13: K-12 **Teacher** Respondents Perceived Likelihood of *Attacks* Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Vehicular					
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.12	1.10	1.08	1.03	1.09
		*Chi-Square = 63.65 (df=20), p<.001***			
Knife/Stabbings					
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.79	0.98	0.97	1.09	1.09
		Chi-Square = 443.78 (df=20), p<.001			
Chemical Spill/Attack					
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Moderately Unlikely	Somewhat Unlikely
Average Deviation	1.01	1.15	1.17	1.17	1.17
		*Chi-Square = 73.29 (df=20), p<.001***			
Intentional Bomb/Explosion					
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.96	1.07	1.08	1.07	1.09
		*Chi-Square = 213.24 (df=20), p<.01***			
Terrorist					
Median Response	Somewhat Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely
Average Deviation	0.99	1.13	1.16	1.13	1.14
		*Chi-Square = 42.94 (df=20), p<.01***			

Additional Findings (See Tables 14 & 15):

Across all school types, teachers believed that tornados were the most likely natural disaster to occur. Middle school and elementary teachers were also concerned about floods. These findings may be helpful in helping school leaders, state and local emergency management personnel, and state agencies prioritize specific natural disaster response trainings.

Table 14: K-12 **Teacher** Respondents Perceived Likelihood of Natural Disasters Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Average Number (%) Responding	76 (73.8)	4,596 (78.4)	3,172 (75.7)	4,908 (72.0)	2,129 (72.9)
Wildfires					
Median Response	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely
Average Deviation	0.79	1.05	0.97	0.98	0.98
		Chi-Square = 31.04 (df=20), non-significant			
Earthquakes					
Median Response	Moderately Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely
Average Deviation	1.01	0.57	0.58	0.59	0.67
		Chi-Square = 48.32 (df=20), p<.001 ***			
Floods					
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Likely	Somewhat Likely	Somewhat Unlikely
Average Deviation	1.29	1.51	1.48	1.45	1.46
		Chi-Square = 48.72 (df=20), p<.001 ***			
Tornados/Wind Damage					
Median Response	Moderately Likely	Moderately Likely	Moderately Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.83	1.01	1.04	1.01	1.07
		*Chi-Square = 48.54 (df=20), p<.001***			

Table 14: K-12 **Teacher** Respondents Perceived Likelihood of Natural Disasters Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Hurricanes					
Median Response	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely
Average Deviation	1.41	1.73	1.79	1.73	1.63
		*Chi-Square = 43.54 (df=20), p<.01***			
Snow/Winter Storms					
Median Response	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely
Average Deviation	1.19	1.10	1.09	1.07	1.14
		*Chi-Square = 33.59 (df=20), p<.05**			

Table 15: K-12 **Teacher** Respondents Perceived Likelihood of *Other Crisis Events* Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Incidental Fires					
Average Number (%) Responding	77 (74.8)	4,590 (78.3)	3,166 (75.6)	4,904 (72.0)	2,122 (72.7)
Median Response	Somewhat Unlikely	Somewhat Likely	Somewhat Likely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.91	1.04	1.04	1.04	1.08
		*Chi-Square = 124.52 (df=20), p<.001***			
Intentional Fires/Arson					
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.78	1.07	1.06	1.03	1.11
		*Chi-Square = 341.12 (df=20), p<.001***			
Crisis Event in the Community *(Not on Campus)*					
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.83	0.96	0.93	0.94	0.95
		*Chi-Square = 34.64 (df=20), p<.05**			

Table 15: K-12 **Teacher** Respondents Perceived Likelihood of *Other Crisis Events* Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Spread of Infectious Disease					
Responses Before March 19, 2020					
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.79	0.95	0.95	0.97	0.99
Number (%) Responding	33 (75.0)	1,988 (74.0)	1,233 (68.6)	1,804 (64.4)	846 (66.3)
		Chi-Square =13.38 (df=20), non-significant			
Responses On/After March 19, 2020					
Median Response	Moderately Likely	Moderately Likely	Moderately Likely	Moderately Likely	Moderately Likely
Average Deviation	0.95	1.01	1.01	1.03	1.00
Number (%) Responding	43(72.9)	2,608 (82.1)	1,933 (80.8)	3,095 (77.1)	1,276 (77.7)
		Chi-Square =19.65 (df=20), non-significant			
Within Subgroup Before/After Chi-Square	19.07 (df=5)**	187.86 (df=5)***	123.97 (df=5)***	193.42 (df=5)***	69.37 (df=5)***

COVID-19's Influence on Results

As previously mentioned, analyses were conducted to examine the viability of these results before and after the suspension of normal educational operations in the state of Texas by Gov. Abbott on March 31. Nothing in those analyses suggest that COVID-19 invalidated or limited these data. Additional analyses (offered here) are suggestive that the influence COVID-19 had on participants school safety needs and perceptions did not adversely change as the survey administration period progressed. Results suggest that as the pandemic progressed in the Spring semester, participants became more aware of the need for pandemic support services. For

example, before March 19, 2020 (Signing of Executive Order GA8), teachers across all school types believed that the spread of infectious disease was "Somewhat Likely" to occur. After March 19, this increased to "Moderately Likely" and this response change was significant for all school types. Similarly, any professors in the higher education setting exhibited the same patterns in their responses. Professors responding before March 19, believed the spread of infectious disease was "Somewhat Likely" to occur. After March 19, this median response increased to "Moderately Likely" and this response change was significant for both community college and university professors. Such responses to questions on the spread of infectious disease are to be expected during an ongoing pandemic and reinforce the content and face validity of the survey. No other appreciable changes before and after the March 19 or March 31 dates were discovered in the quantitative data.

Interesting data are noted when examining teachers' perceptions of the likelihood of the spread of infectious disease according to urbanicity of their campus or school district. All teachers had relatively high median responses to the idea that the spread of viral disease was likely to occur (i.e., Moderately Likely). However, when examining these responses according to the degree or urbanicity of teachers' campus, it can be seen that teachers at urban school districts (N_{Urban}=151, M_{Urban}=4.40) have the highest rating of likelihood of a spread of infectious disease compared to colleagues working in cities (N_{City}= 5,538, M_{City}= 4.43), suburban colleagues ($N_{Suburban}$=4,183, $M_{Suburban}$=4.35), and colleagues educating in towns (N_{Town}= 1,941, M_{Town}= 4.34). Teachers in the rural setting had the lowest mean response pertaining to their beliefs that the spread of a viral contagion was likely (N_{Rural}= 3,046, M_{Rural}=4.26). Analyzing these means through Analysis of Variance Methods (One-way ANOVA with post-hoc examinations), shows that these mean differences are indeed statistically significant. A significant main effect was noted for the degree of urbanicity on teachers' perceptions of the likelihood of spread of a viral disease [$F(4, 14{,}858) = 2.90$, $p = .02$]. Post-hoc analyses (Scheffe, Tukey, and Bonferroni tests), revealed statistically significant mean differences between teachers in rural districts and those in urban and suburban settings. However, effect size estimates for these interactions were minute (i.e., less than 0.001), suggesting that while degree of urbanicity was indeed explaining some of the variance in teachers' perceptions, the influence of this relationship was small. After reconsidering the degree of urbanicity variable as an ordinal variable—an assumption can be made with some trepidation—revealing an equally slight Pearson correlation of less than 0.01 ($p = 0.045$, N= 14,859) between teachers' perceptions of the likelihood of the spread of an infectious disease and degree of urbanicity. These findings support the notion that rural teachers are slightly less likely to believe an infectious disease will spread through their campus. Current contexts may influence future research. State agencies can use this information to dispel myths in educational settings. However, it should be noted that while these findings are present, perhaps the more important finding is that teachers—regardless of setting—believe the spread of an infectious disease is moderately likely.

School Counselors (See Table 16)

School counselors are critical to student success and the victims' response to crisis events. The CARES research team focused on the unique needs of school counselors through a variety of questions focused on their roles. School counselors also responded that active shooter and knife attacks were "Somewhat Likely" to occur in school. The average deviation scores were all below

1.00, indicating a degree of consensus on the likelihood of these attacks among counselors within each school type. Median responses for the remaining four attack-related crisis events (vehicular, chemical, bombing, or terrorist attacks) were in the "Somewhat Unlikely" to "Moderately Unlikely" range. Average deviation scores for these crisis events were mostly above 1.00, indicating significant disagreement among counselors within schools on the likelihood of vehicular, chemical, intentional bomb, and terrorist attacks occurring. Educational leaders and policy makers may find it concerning that counselors tend to have relatively strong consensus about the "Somewhat Likely" nature of gun and knife attacks in schools. Analysis of the questions related to hope may reveal counselors and other educators are influenced by these beliefs.

For active shooter, knife, and intentional bomb attacks, chi-square analyses revealed significant differences between school types on counselors' perceived likelihood of attacks occurring. Even though median responses for teachers across all school types was "Somewhat Likely" for both active shooter and knife attacks, elementary school counselors were slightly less likely to believe that active shooter, knife attacks, and intentional explosions would occur in schools. No other significant differences in counselors' perceived likelihood of vehicular, chemical, or terrorist attacks was found between school types

Table 16: K-12 **School Counselor** Respondents Perceived Likelihood of *Attacks* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Average Number (%) Responding	279 (73.6)	194 (72.7)	284 (75.7)	124 (80.0)
Active Shooter				
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.86	0.85	0.85	0.97
		*Chi-Square = 33.94 (df=15), p<.01***		
Vehicular				
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.99	1.01	1.07	1.04
		Chi-Square = 16.43 (df=15), non-significant		
Knife/Stabbings				
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.88	0.94	0.98	0.98
		*Chi-Square = 41.76 (df=15), p<.001****		
Chemical Spill/Attack				
Median Response	Somewhat Unlikely	Somewhat Unlikely	Moderately Unlikely	Somewhat Unlikely
Average Deviation	1.08	1.19	1.15	1.17
		Chi-Square = 14.07 (df=15), non-significant		
Intentional Bomb/Explosion				
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.04	1.06	0.95	1.00
		Chi-Square = 34.54 (df=20), p<.01		

Table 16: K-12 **School Counselor** Respondents Perceived Likelihood of *Attacks* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Terrorist				
Median Response	Somewhat Unlikely	Somewhat Unlikely	Moderately Unlikely	Somewhat Unlikely
Average Deviation	1.15	1.07	1.06	1.11
	Chi-Square = 12.13 (df=15), non-significant			

Principals (See Table 17)

Principals are often the primary drivers of campus culture and implementers of many safety measures. As such, any school safety measures and developments advocated by policy makers and agencies should take principals' perspectives into account to ensure their success. Principals only perceived active shooter attacks to be "Somewhat Likely" of occurring in schools. With that said, only middle school principals were found to strongly share this sentiment. There was a significant lack of agreement about the likelihood of an active shooter attack for high school, elementary, and special setting school principals. In particular, principals in special settings (such as charter schools and academies) had the highest average deviations suggesting the lowest levels of consensus. Recent state legislation has incorporated charter schools into a variety of state safety efforts, trainings, and resources. In the future, hopefully more consensus and lower levels of concern in his population are noted.

With few exceptions, principals perceived vehicular, knife, chemical, intentional bomb and terrorist attacks to be "Somewhat" to "Moderately" unlikely across all school types. Also, with few exceptions, there was considerable disagreement among principals within each school type about the likelihood of these attacks occurring. Furthermore, there were no significant differences in principals' perceived likelihood of any of the six attack related crisis events occurring across school settings.

Table 17: K-12 **Principals** Perceived Likelihood of *Attacks* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Number (%) Responding	79 (85.9)	51 (76.1)	110 (80.9)	66 (73.3)
Active Shooter				
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	1.02	0.88	1.05	1.15
	Chi-Square = 16.91 (df=15), non-significant			
Vehicular				
Median Response	Moderately Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.08	1.08	0.97	1.15
	Chi-Square = 13.24 (df=15), non-significant			
Knife/Stabbings				
Median Response	Somewhat Unlikely	Somewhat Likely	Somewhat Unlikely	Somewhat Likely
Average Deviation	1.04	0.88	1.01	1.24
	Chi-Square = 15.24 (df=15), non-significant			
Chemical Spill/Attack				
Median Response	Somewhat Unlikely	Moderately Unlikely	Somewhat Unlikely	Moderately Unlikely
Average Deviation	1.23	1.00	1.10	1.30
	Chi-Square =14.04 (df=15), non-significant			

Table 17: K-12 **Principals** Perceived Likelihood of *Attacks* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Intentional Bomb/Explosion				
Median Response	Moderately Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.97	1.11	0.88	1.20
	Chi-Square =21.51 (df=15), non-significant			
Terrorist				
Median Response	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely
Average Deviation	1.00	1.12	1.00	1.14
	Chi-Square =15.96 (df=15), non-significant			

Superintendents & Police Chiefs (see Table 18)

Senior school district leaders drive discussions about safety and set expectations for safety as a norm in district operations. Superintendents were "Somewhat Likely" to perceive active shooter and knife attacks occurring in schools and had a high degree of consensus about this likelihood. They also indicated chemical attacks and bombings were somewhat unlikely with a relatively high degree of consensus and vehicular attacks were somewhat unlikely, though to a lesser degree of consensus. Superintendents believed terrorist attacks were "Moderately Unlikely" with a moderate degree of consensus around this perception. In general, these findings comport with other K-12 educators believed that shootings and knifings are to varying degrees, a likely occurrence, while other forms of attacks are perceived as less likely. Such findings may have implications for superintendents' hope, resilience, and planning for crisis response.

Police chiefs perceived active shooter, vehicular, knife, and chemical attacks to be "Somewhat Likely" to occur in schools but shared the most consensus about the likelihood of knife, active shooter, and chemical attacks. In examining median responses, school police chiefs indicate bombings and terrorist attacks are "Somewhat Unlikely" with moderate levels of consensus. School police chiefs saw the greatest number of categories of attacks as likely to occur. This may be due to their unique roles, access to information, and prior experiences with such incidents.

Table 18: K-12 **District Level** Respondents Perceived Likelihood of *Attacks* Occurring in School

	Superintendents	Police Chiefs
Number (%) Responding	185 (79.1)	77 (81.9)
Active Shooter		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	0.91	0.87
Vehicular		
Median Response	Somewhat Unlikely	Somewhat Likely
Average Deviation	0.92	1.03
Knife/Stabbings		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	0.92	0.84
Chemical Spill/Attack		
Median Response	Somewhat Unlikely	Somewhat Likely
Average Deviation	1.15	0.88
Intentional Bomb/Explosion		
Median Response	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.95	1.04
Terrorist		
Median Response	Moderately Unlikely	Somewhat Unlikely
Average Deviation	1.04	1.04

Higher Education Respondents

Professors (See Table 19)

Both community college and university professors perceived active shooters, knife, and vehicular attacks to be "Somewhat Likely", and perceived chemical, intentional bomb, and terrorist attacks to be "Somewhat Unlikely." However, across both institution types, professors only shared consensus on the likelihood of knife attacks. While slightly more community college professors perceive active shooter events as more likely than their university colleagues, chi-square

analyses did not indicate a statistically significant mean difference in this question. Additional research is needed to determine why these findings are present. University professors did also share consensus on the likelihood of active shooter attacks as "Somewhat Likely" events. Professors in both settings had a significant lack of agreement concerning the likelihood of the other four attack types (vehicular, chemical, explosive, or terrorist attacked), though professors at either type of institution perceived these attacks, on the median, to be "Somewhat Unlikely." Furthermore, the chi-square analyses revealed only one significant difference between community college and university professors. Community college professors were slightly more likely to perceive knife attacks occurring in their institutions than university professors were. Additional research is needed to examine why this mean difference may be occurring.

Table 19: Higher Education **Professor** Perceived Likelihood of *Attacks* Occurring on Campus

	Community College	University
Active Shooter		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	1.02	0.99
Number (%) Responding	504 (82.1)	2,082 (77.9)
	Chi-Square = 3.32 (df=5), non-significant	
Vehicular		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	1.11	1.11
Number (%) Responding	504 (82.1)	2,070 (77.4)
	Chi-Square = 3.82 (df=5), non-significant	
Knife/Stabbings		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	0.97	0.96
Number (%) Responding	501 (81.6)	2,069 (77.4)
	*Chi-Square = 12.55 (df=5), p<.05**	

Table 19: Higher Education **Professor** Perceived Likelihood of *Attacks* Occurring on Campus

	Community College	University
Chemical Spill/Attack		
Median Response	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.15	1.12
Number (%) Responding	504 (82.1)	2,067 (77.3)
	Chi-Square = 8.22 (df=5), non-significant	
Intentional Bomb/Explosion		
Median Response	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.10	1.09
Number (%) Responding	503 (81.9)	2,065 (77.3)
	Chi-Square = 9.21 (df=5), non-significant	
Terrorist		
Median Response	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.19	1.17
Number (%) Responding	502 (81.8)	2,063 (77.2)
	Chi-Square = 4.65 (df=5), non-significant	

Likelihood of Natural Disasters in Higher Education *(see Tables 20 & 21):*

Tornados and flooding were the two natural disaster events of concern to both community college and university professors. University professors were slightly more likely to perceive flooding to occur on campus. However, both university and community college professors lacked agreement about the likelihood of floods occurring.

Table 20: Higher Education **Professor** Perceived Likelihood of *Natural Disasters* Occurring on Campus

		Community College	University
Average Number (%) Responding		504 (82.1)	2,084 (78.0)
Wildfires			
	Median Response	Extremely Unlikely	Moderately Unlikely
	Average Deviation	1.01	1.01
		Chi-Square = 4.06 (df=5), non-significant	
Earthquakes			
	Median Response	Extremely Unlikely	Extremely Unlikely
	Average Deviation	0.51	0.70
		*Chi-Square = 22.08 (df=5), p<.01***	
Floods			
	Median Response	Somewhat Likely	Somewhat Likely
	Average Deviation	1.46	1.39
		*Chi-Square = 19.12 (df=5), p<.01***	
Tornados/Wind Damage			
	Median Response	Moderately Likely	Moderately Likely
	Average Deviation	1.04	0.99
		Chi-Square = 4.52 (df=5), non-significant	
Hurricanes			
	Median Response	Somewhat Unlikely	Somewhat Unlikely
	Average Deviation	1.59	1.66
		Chi-Square = 5.53 (df=5), non-significant	
Snow/Winter Storms			
	Median Response	Moderately Unlikely	Moderately Unlikely
	Average Deviation	1.14	1.24
		Chi-Square = 5.57 (df=5), non-significant	

University and community college professors also perceived the spread of infectious disease to be "Moderately Likely" on campus. These responses did not differ for those who responded before March 19 to those that responded on or after March 19. Still, the relative ranking of this crisis situates it as one that higher education professors saw as a moderate concern.

Table 21: Higher Education **Professor** Perceived Likelihood of *Other Crisis Events* Occurring on Campus

	Community College	University
Incidental Fires		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	0.97	0.94
Number (%) Responding	504 (82.1)	2,067 (77.3)
	Chi-Square = 3.29 (df=5), non-significant	
Intentional Fires/Arson		
Median Response	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.02	1.02
Number (%) Responding	499 (81.3)	2,058 (77.0)
	Chi-Square = 2.05 (df=5), non-significant	
Crisis Event in the Community (Not on Campus)		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	0.93	0.92
Number (%) Responding	502 (81.8)	2,058 (77.0)
	Chi-Square = 4.39 (df=5), non-significant	
Spread of Infectious Disease		
Responses Before March 19, 2020		
Median Response	Moderately Likely	Moderately Likely
Average Deviation	1.04	0.97
Number (%) Responding	396 (82.2)	1,924 (77.5)
	Chi-Square = 8.73 (df=5), non-significant	

Table 21: Higher Education **Professor** Perceived Likelihood of *Other Crisis Events* Occurring on Campus

	Community College	University
Responses On/After March 19, 2020		
Median Response	Moderately Likely	Moderately Likely
Average Deviation	0.95	1.02
Number (%) Responding	74 (78.7)	123 (82.0)
	Chi-Square = 4.92 (df=5), non-significant	
Within Subgroup Before/After Chi-Square	8.41 (df=5), non-significant	9.54 (df=5), non-significant

Issues of lower level concern (i.e., with a median response in the "Moderately Unlikely" category) included arson, wildfires, earthquakes, and hurricanes. Patterns in these data would likely emerge if data are plotted on geographic and spatial software. Future analyses will be conducted to examine these data according to geographic region.

Higher Education Administration (See Table 22)

Examining the responses of higher education administrators pertaining to their perceptions of the likelihood of crises occurring on their campus may be informative for policy makers hoping to cater resources to higher education's needs. First, it is important to note that CARES researchers do not typically compare higher education and K-12 results, though some comparisons may be acceptable. Second, CARES researchers did not include the university counseling directors' results in this report as the inordinately low number of responses would have made it possible to identify specific counselors at particular institutions. Results are presented according to comparisons between community college and university level administrators. Focusing first on higher education presidents, both university and community college presidents perceived active shooter and knife attacks to be "Somewhat Likely" and terrorist attacks to be "Somewhat Unlikely." Presidents of both institution types shared considerable agreement about the likelihood of these three attack types occurring on their campuses. On the other hand, university presidents shared more concerns about chemical attacks while community college presidents shared more concerns over vehicular and intentional bomb attacks. Terrorist attacks were viewed as "Somewhat Unlikely" by presidents at both institutional types.

Deans of students of both community colleges and universities shared the most concerns over vehicular and knife attacks while university deans of students also shared concern over the likelihood of active shooter attacks. While the median response for community college deans of students was "Somewhat-Moderately Likely", there was considerable lack of agreement about the likelihood of active shooter attacks occurring in this subpopulation. Given the relatively small response size, results should be interpreted cautiously and without the intention of generalizing to

wider populations. However, deans of students' staff may be less certain of their collective position on this topic than other administrators in higher education.

Both university and community college police chiefs perceived active shooter, vehicular, knife, and chemical attacks to be "Somewhat Likely." University police chiefs, however, tended to share stronger sentiments about the possibilities of these attacks occurring. This may very well be due to their unique roles and experiences, though additional research is needed to examine this trend.

Table 22: Higher Education **Administration** Respondents Perceived Likelihood of *Attacks* Occurring on Campus

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Number (%) Responding	15 (75.0)	9 (90.0)	10 (90.9)	8 (72.7)	18 (85.7)	11 (84.6)
Active Shooter						
Median Response	Somewhat Likely	Somewhat Likely	Somewhat/ Moderately Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.67	0.56	1.30	0.75	1.00	0.64
Vehicular						
Median Response	Somewhat Likely	Somewhat Unlikely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.60	0.67	0.90	0.75	1.00	0.91
Knife/Stabbings						
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.87	0.56	0.70	0.62	0.83	0.64

Table 22: Higher Education **Administration** Respondents Perceived Likelihood of *Attacks* Occurring on Campus

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Chemical Spill/Attacks						
Median Response	Somewhat Unlikely	Somewhat Likely	Somewhat Likely	Somewhat/ Moderately Likely	Somewhat Likely	Somewhat Likely
Average Deviation	1.13	0.56	1.40	0.87	0.89	0.91
Intentional Bomb/Explosion						
Median Response	Somewhat Likely	Somewhat Unlikely	Somewhat Unlikely/ Likely	Somewhat Unlikely	Somewhat Likely	Somewhat Unlikely
Average Deviation	0.80	0.55	1.20	1.00	1.17	0.82
Terrorist						
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.93	0.67	1.30	0.75	1.35	0.82

Area #3: Support for Arming Teachers, Professors, and Staff

Arming educators has been a topic of considerable discussion in society lately. In an effort to understand the contexts around arming teachers, CARES researchers asked a series of questions about their perceptions of arming teachers and other educational staff. Not surprisingly, these questions generated considerable conversation among research participants and CARES researchers. A few important notes are worth considering. First, higher education institutions have been operating under S.B. 11, the "Campus Carry Law", since August 1, 2016 (August 1, 2017 for Community Colleges). Therefore, slight verb tense adjustments were needed since implementation of laws allowing for the carrying of firearms on campus has already been implemented.

The CARES researchers will highlight responses for questions that measure educators' support for, general perceptions of, and perceived advantages and disadvantages for arming teachers, professors, and staff. For both teacher and professor educator subpopulations, key findings from all three areas will be presented and discussed. For the remaining educator subpopulations, the researchers present and discuss findings for support, and then include the results for general perceptions and perceived advantages and disadvantages in tabular form in Appendix A. Responses for each item were based on the following 6-point Likert Scale: 1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, or 6=Strongly Agree. It is important to note that for some educator subpopulations, the response rates were lower for questions pertaining to arming teachers, professors, and staff than for other questions in the survey. Additionally, results from this section of the survey are meant to inform discussions on arming of teachers. They are not meant to be prescriptive or directive and should be interpreted with caution. Nonetheless, these data represent the best source of information on a topic that is of considerable concern to many parents, students, educators, and policy makers.

K-12 Respondents

Teachers (See Tables 23, 24, & 25)

Overall, 51.2% of all K-12 educators of all subpopulations indicated they support allowing teachers to be armed while working. A total of 51.6% of teachers support allowing their colleagues to be armed. *Table 23* reports these results for teachers according to campus grade level. Between 49.3 (special setting) and 53.5 (high school) percent of responding teachers expressed support for allowing teachers or staff to be armed while working. Elementary school teachers (50.2%) and middle school teachers (53.2%) represent the mid-range of response percentages. The chi-square analysis revealed statistically significant differences in teacher support between school types. Based on the distribution of responses, high school teachers were more supportive than elementary and special setting teachers. No statistically significant mean differences between high school and middle school teachers were noted.

For teachers in support of arming teachers and staff, additional questions were asked about the amount of training necessary and whether superintendents should be the ones to decide who should be allowed to carry firearms at school. Across all school types, teachers' median responses were "Disagree" that a license to carry should be the only training required to carry firearms on campus. There was, however, a considerable lack of consensus on this issue by teachers within school types, implying that teachers do not share similar sentiments on this issue. Two open-ended questions were asked of teachers who desired seeing colleagues allowed to be armed while teaching: (a) *Please describe the content, levels, and types of training you believe should be required for teachers or staff to be authorized to carry a firearm on campus during school hours,* and (b) *What criteria do you believe should be used to determine which teachers or staff should be authorized to carry a firearm on campus during school hours?*

For the first question asking participants to describe the content, levels, and types of training needed for teachers to be authorized to carry a firearm on campus, a total of 2,365 participants offered ideas. Qualitative analysis and coding of these responses results in nine apparent themes offered by responding participants: (a) rigorous tactical response training, (b)

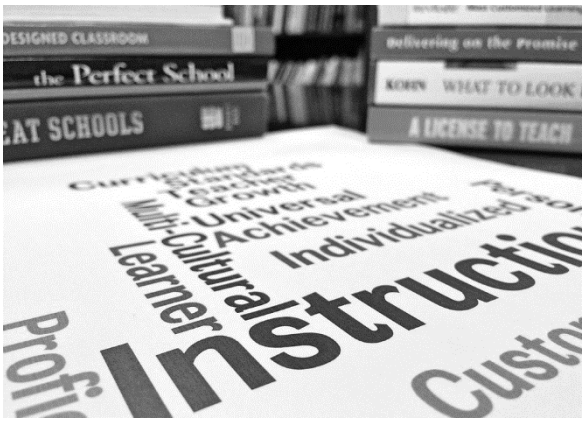
student mental health training, (c) crisis de-escalation training, (d) Use of firearms training, (e) firing range time requirements, (f) annual trainings for renewal, (g) rigorous psychological evaluations, (h) extensive background checks, and (i) a specific number of hours of required training. In the last category, hour requirements ranged from 10 to 1000 hours, either annual or one-time trainings. In reality, however, most respondents advocated for training that ranged from 80 to 100 hours per year. As these findings are initial examinations of all teachers' data, further research is needed to clarify specific elements of these proposed training efforts and other educators' perspectives on this topic.

Teachers were much more supportive of and did show strong consensus for both the School Marshall and Guardian programs. These two programs were authorized by the Texas Legislature in 2013 and offer districts opportunities to arm educators who met specific training requirements set out by either the legislature or the district. Under the marshal program (Texas Education Code 37.0811), trained educators may carry a firearm if they have completed an 80-hour Texas Commission on Law Enforcement course for school marshals, pass a qualifying range test, and pass a psychological evaluation. All districts employees seeking marshal status, must pass this level of rigorous training. Under the school guardian program, however, districts have more flexibility in determining the training levels appropriate for employees seeking to carry firearms on campus (Texas Government Code 411.1901). Superintendents are authorized to determine the training criteria for their district's school guardian program. As noted in *Table 23*, the media response for support for both the school marshal and school guardian program, across all grade levels, fell in the "Agree" category. Relatively strong levels of consensus are noted. These data only include teachers who favor arming colleagues. Of these respondents, ($N_{\text{Support Arming}} = 7, 881$), 43.9% strongly support the school marshal program; 85.4% of those supporting the arming of teachers support the school marshal program to some extent. In contrast, a slightly smaller percentage of teachers supporting the arming of colleagues preferred the school guardian program. Only 79.8% of arming-favoring teachers indicate they support the school guardian program with 35.9% strongly supporting this program.

This finding was particularly interesting in light of data from all teachers that suggests they are not supportive of superintendents being the ones to decide who should be allowed to carry firearms at school. Though levels of consensus on this question were low, the median response for this question was in the "Disagree" category, suggesting the need for state and law enforcement involvement in this decision. Chi-square analysis, however, did show some differences in teachers' responses to this question based on school type. Specifically, special setting teachers and, to a lesser extent, high school teachers were slightly more supportive of superintendents operating in this capacity than elementary and middle school teachers.

Table 24 reports results about teachers' more general perceptions for arming teachers/staff. Teachers across all institution types either "Agree" or "Strongly Agree" that every campus should have an armed presence of some sort on campus. The median for high school and middle school teachers was in the higher "Strongly Agree" category. Furthermore, teachers "Somewhat Agreed" that there were instructors or staff whom they would trust with carrying firearms on campus. However, teachers across all school types (Median response=Somewhat Disagree) did not think

that, if given the opportunity, a majority of teachers in their district would like to carry firearms in school. In looking at teacher responses to these questions there are two things to point out. First, almost all average deviation scores were above 1.00, indicating a significant lack of consensus among teachers in these perceptions. Second, all chi-square analyses were significant, indicating differences in teachers' perceptions based on school type. Elementary school teachers were slightly less likely to believe that a majority of teachers would like to carry firearms as well as slightly less likely to trust instructors or staff with carrying firearms.



Next, CARES researchers asked K-12 educators about their level of agreement with a number of statements detailing advantages and disadvantages to arming educators *(See Table 25).* Across all school types, teachers "Somewhat Disagreed" with the notion that arming teachers or staff would deter a shooter from committing an active attack but did "Somewhat Agree" that it would reduce the time to respond to an active shooter. Teachers were also concerned that arming teachers or staff would make it more difficult for law enforcement to identify actual shooters. Again, average deviation scores indicated a significant lack of consensus on perceived advantages and disadvantages among teachers, even those working in the same type of school. It should be noted that these results speak to the median response and the entire subpopulation of teachers in the state of Texas are not in total agreement on these matters.

There were also significant differences in teachers' perceptions of advantages and disadvantages to arming educators based on school type. Special setting teachers and teachers working in district administration were more concerned that arming teachers and staff would have an adverse effect on school learning environments. Special setting teachers were also more likely to believe that arming teachers could increase workplace violence between teachers or staff. Finally, elementary school teachers were slightly less likely to believe that arming teachers/staff would reduce the time it takes to respond to an active shooter. These data, though representative of the state's teachers, should be used as a starting point in dialogue and policy discussions. Additional analyses focusing on regional, grade-level, or types of teachers should be considered.

Table 23: K-12 **Teacher** *Support* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
I support allowing teachers or staff members to be armed with firearms while working.					
Yes (%)	37 (50.0)	2,289 (53.5)	1,522 (52.3)	2,196 (50.2)	964 (49.3)
No (%)	37 (50.0)	1,988 (46.5)	1,388 (47.7)	2,180 (49.8)	990 (50.7)
Responding Number (%)	74 (71.8)	4,277 (72.9)	2,910 (69.5)	4,376 (64.2)	1,954 (66.9)
		*Chi-Square=14.48 (df=3), p<.01***			
For those who support allowing teachers/staff members to be armed while work…					
A license to carry is the only training that should be required to arm teachers.					
Median Response	Disagree	Disagree	Disagree	Disagree	Disagree
Average Deviation	1.00	1.09	1.10	1.08	1.15
		*Chi-Square= 33.90 (df=20), p<.05**			
Superintendents should have sole authority to determine who can carry a firearm on their campus.					
Median Response	Disagree	Disagree	Disagree	Disagree	Somewhat Disagree
Average Deviation	1.17	1.30	1.15	1.10	1.25
		*Chi-Square=74.14 (df=20), p<.001****			

Table 23: K-12 **Teacher** *Support* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
I support the School Marshal Program.					
Median Response	Agree	Agree	Agree	Agree	Agree
Average Deviation	0.77	0.69	0.67	0.68	0.70
		Chi-Square=30.21 (df=15), non-significant			
I support the School Guardianship Program.					
Median Response	Agree	Agree	Agree	Agree	Agree
Average Deviation	0.68	0.75	0.75	0.76	0.76
		*Chi-Square=43.74 (df=15), p<.01***			

Table 24: K-12 **Teacher** *General Perceptions* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Avg. Number of Respondents (%)	77 (74.8)	4,495 (76.7)	3,091 (73.8)	4,759 (69.8)	2,070 (70.9)
A majority of teachers in my district would like to carry firearms in school.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.05	1.07	1.08	1.08	1.14
		*Chi-Square = 78.28 (df=20), p<.001****			

Table 24: K-12 **Teacher** *General Perceptions* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
There are instructional or administrative staff I would trust with carrying a firearm on campus.					
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.54	1.42	1.38	1.39	1.49
		Chi-Square = 155.27 (df=20), p<.001 ***			
I support allowing teachers to carry firearms on campus.					
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.71	1.67	1.58	1.54	1.64
		Chi-Square = 121.12 (df=20), p<.001 ***			
Every campus should have an armed presence of some sort (i.e. police officers, staff, volunteers, etc.).					
Median Response	Agree	Strongly Agree	Strongly Agree	Agree	Agree
Average Deviation	1.01	0.88	0.94	1.13	1.14
		*Chi-Square = 468.30 (df=20), p<.001***			

Table 25: K-12 **Teacher** *Perceived Advantages & Disadvantages* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Avg. Number of Respondents (%)	76 (73.8)	4,487 (76.5)	3,081 (73.5)	4,748 (69.7)	2,062 (70.6)
Arming teachers or staff will deter a shooter from committing an active attack.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.43	1.57	1.51	1.45	1.53
		*Chi-Square = 91.67 (df=20), p<.001***			
Arming teachers or staff will reduce the time it takes to respond to an active attacker.					
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.39	1.44	1.37	1.36	1.44
		Chi-Square = 102.75 (df=20), p<.001 ***			
Arming teachers or staff will have an adverse effect on the learning environment of our schools.					
Median Response	Somewhat Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Agree
Average Deviation	1.45	1.52	1.47	1.36	1.51
		Chi-Square = 104.39 (df=20),p<.001 ***			
If armed, it is likely that a teacher will be overpowered and have his/her gun used in an active attack.					
Median Response	Somewhat Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.17	1.24	1.17	1.12	1.24
		*Chi-Square = 70.07 (df=20), p<.001****			

Table 25: K-12 **Teacher** *Perceived Advantages & Disadvantages* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Arming teachers or staff will make it difficult for law enforcement officers and first responders to identify actual shooters.					
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.27	1.36	1.29	1.20	1.34
		*Chi-Square = 94.00 (df=20), p<.001***			
Arming teachers or staff could increase workplace violence between teachers/staff.					
Median Response	Somewhat Disagree	Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.37	1.41	1.38	1.31	1.42
		*Chi-Square = 96.03 (df=20), p<.001***			

School Counselors (See Table 26)

High school counselors' perceptions of advantages and disadvantages exhibited perhaps some of the most varying responses in the entire study. For example, high school counselors had the highest percentage of respondents who were in support of arming teachers and staff at 54.4%. However, all other counselors' level of support was between 39.4 (elementary school) and 43.6 (special setting) percent. For counselors in support of arming teachers and staff, they tended to "Disagree" that a license to carry should be the only training required to carry firearms on campus. For the most part, counselors within school types shared similar sentiments on this issue. With that said, counselors were much more supportive of and did show strong consensus for both the School Marshal and Guardian programs. Finally, counselors were not supportive of superintendents being the ones to decide who should be allowed to carry firearms at school, however there was a lack of consensus among counselors on this issue.

Table 26: K-12 **School Counselor** *Support* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
I support allowing teachers or staff members to be armed with firearms while working.				
Yes (%)	142 (54.4)	78 (43.6)	104 (39.4)	47 (40.5)
No (%)	119 (45.6)	101 (56.4)	160 (60.6)	69 (59.5)
Responding Number (%)	261 (68.9)	179 (67.0)	264 (70.4)	116 (74.8)
	*Chi-Square=13.74 (df=3), p<.01***			
For those who support allowing teachers/staff members to be armed while work…..				
A license to carry is the only training that should be required to arm teachers.				
Median Response	Disagree	Disagree	Disagree	Disagree
Average Deviation	1.07	0.97	0.86	0.89
	Chi-Square= 19.65 (df=15), non-significant			
Superintendents should have sole authority to determine who can carry a firearm on their campus.				
Median Response	Somewhat Disagree	Disagree	Disagree	Somewhat Disagree
Average Deviation	1.26	1.18	1.19	1.21
	Chi-Square=11.90 (df=15), non-significant			
I support the School Marshal Program.				
Median Response	Agree	Agree	Agree	Strongly Agree
Average Deviation	0.70	0.72	0.56	0.74
	Chi-Square=13.42 (df=15), non-significant			

Table 26: K-12 **School Counselor** *Support* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
I support the School Guardianship Program.				
Median Response	Agree	Agree	Agree	Agree
Average Deviation	0.81	0.82	0.86	0.91
	Chi-Square=8.86 (df=15), non-significant			

Principals (See Table 27)

Interesting trends are noticed when examining campus and district administration perceptions of arming teachers. A greater number of administrators (principals and superintendents), support allowing teachers to be armed than the teachers responding to this study. Almost two-thirds (62.7%) of high school principals supported arming teachers and staff. This was a significantly higher percentage than elementary (42.3%), special setting (43.9%), and middle school (51.1%) principals. For principals in support of arming teachers and staff, they "Strongly Disagreed" that a license to carry is the only training that should be required across all school types. Like teachers they offered a variety of training options and criteria. All principals were in consensus on this issue. Principals across all school types were highly supportive of the Guardian program. While elementary school principals were less supportive of the School Marshal program, their responses were not significantly different from the other school principals. Finally, principals also "Disagreed" that superintendents should have the sole authority to determine who can carry a firearm on campus.

Table 27: K-12 **Principal** *Support* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
I support allowing teachers or staff members to be armed with firearms while working.				
Yes (%)	47 (62.7)	24 (51.1)	41 (42.3)	29 (43.9)
No (%)	28 (37.3)	23 (48.9)	56 (57.7)	37 (56.1)
Responding Number (%)	75 (81.5)	47 (70.1)	97 (71.3)	66 (73.3)
	*Chi-Square=8.09 (df=3), p<.05**			

Table 27: K-12 **Principal** *Support* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
For those who support allowing teachers/staff members to be armed while work….				
A license to carry is the only training that should be required to arm teachers.				
Median Response	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
Average Deviation	0.00	0.00	0.00	0.00
		Chi-Square= Not Applicable		
Superintendents should have sole authority to determine who can carry a firearm on their campus.				
Median Response	Disagree	Disagree	Disagree	Disagree
Average Deviation	0.96	0.92	0.88	1.03
		Chi-Square=20.40 (df=15), non-significant		
I support the School Marshal Program.				
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Disagree	Somewhat Agree
Average Deviation	1.67	1.50	1.46	1.17
		Chi-Square=19.44 (df=15), non-significant		
I support the School Guardianship Program.				
Median Response	Strongly Agree	Agree	Agree	Agree
Average Deviation	0.63	0.67	0.66	0.69
		Chi-Square=13.90 (df=15), non-significant		

Superintendents & Police Chiefs (See Table 28)

The majority of superintendent respondents (56.1%) supported allowing teachers to be armed while working. For those who were in support, they also "Disagreed" that license to carry should be the only training required and were much more supportive of both the School Marshal and Guardian programs. While superintendents who supported arming teachers "Somewhat Agreed" that they should have sole authority to determine who can carry a firearm on campus, there was a significant lack of consensus on this viewpoint among superintendents.

The majority of responding school police chiefs (59.2%) did not support allowing teachers or staff to be armed while working. For the 31 chiefs who were supportive, they "Strongly Disagreed" that a license to carry should be the only training required, but they were very supportive of both the School Marshal and Guardian programs. They also "Disagreed" that superintendents should have sole authority to determine who can carry a firearm on campus, but also lacked consensus on this issue.

Table 28: K-12 **District Level** *Support* for Arming Teachers/Staff

	Superintendents	Police Chiefs
I support allowing teachers or staff members to be armed with firearms while working.		
Yes (%)	101 (56.1)	31 (40.8)
No (%)	79 (43.9)	45 (59.2)
Total Number (%)	180 (76.9)	76 (80.9)
For those who support allowing teachers/staff members to be armed while work….		
A license to carry is the only training that should be required to arm teachers.		
Median Response	Disagree	Strongly Disagree
Average Deviation	0.79	0.58
Superintendents should have sole authority to determine who can carry a firearm on their campus.		
Median Response	Somewhat Agree	Disagree
Average Deviation	1.45	1.43

Table 28: K-12 **District Level** *Support* for Arming Teachers/Staff

	Superintendents	Police Chiefs
I support the School Marshal Program.		
Median Response	Agree	Agree
Average Deviation	0.95	0.87
I support the School Guardianship Program.		
Median Response	Agree	Agree/Strongly Agree
Average Deviation	0.72	0.73

Higher Education Respondents

Professor Responses (See Tables 29, 30, & 31)

Based on *Table 29*, the majority of both responding university (64.1%) and community college (55.1%) professors did not support allowing faculty or staff members to be armed with firearms while working. This is interesting since all Texas higher education faculty have held the authority to carry a licensed firearm on campus since August 2017 and earlier for university faculty. Such results depict the relative lack of consensus and remaining dissent over the campus carry law in the three years following its implementation. University professors reported significantly less support than community college professors. For those professors who did support allowing faculty or staff to be armed while working, both university and community college professors "Somewhat Disagreed" that a license to carry was the only training that should be required and "Disagreed" that college/university presidents should have sole authority in deciding who can carry a firearm on campus. There was, however, a lack of consensus among both university and community college professors on both of these issues.

Table 30 reports results about professors' more general perceptions for arming teachers/staff. Professors across both institution types "Agreed" that every campus should have an armed presence of some sort on campus. Community college professors, however, were significantly more likely to agree with this statement. Professors from both institution types also "Disagreed" that the majority of professors and staff on their campuses carried firearms to work. University professors were significantly less trusting of specific professors/staff carrying a firearm on campus. Both professor types also "Somewhat Agreed" that the 2015 "Campus Carry Law" (HB11) has had no effect on campus safety and that its' implementation has been uneventful. In looking at teacher responses to these questions, all average deviation scores were above 1.00, indicating a significant lack of consensus among professors on these perceptions.

There was significant lack of consensus among professors on the perceived advantages and disadvantages for arming professors and staff *(See Table 31).* Even though median responses for perceived advantages and disadvantages for arming professors and staff were similar for community college and university professors, chi-square analyses revealed a number of significant differences between the two groups. In terms of arming professors and staff, university professors were:

- Less likely than their community college counterparts to believe that it will deter an active shooter attack.
- Less likely than community college faculty to believe that it will reduce the time it takes to respond to an active attacker.
- More likely than community college faculty to believe that it will have an adverse impact on learning environments.
- More likely than community college faculty to believe that it will make it more difficult for law enforcement and first responders to identify actual shooters.
- More likely than community college faculty to believe that it could increase workplace violence.

These differences were examined using chi-squared tests for significance and were found to be statistically significant ($p \leq 0.01$ or lower as represented in *Table 31)*.

Table 29: Higher Education **Professor** *Support* for Arming Professors/Staff by Institution Type

	Community College	University
I support allowing faculty or staff members to be armed with firearms while working.		
Yes (%)	219 (44.9)	728 (35.9)
No (%)	269 (55.1)	1,302 (64.1)
Responding Number (%)	488 (79.5)	2,030 (75.9)
	Chi-Square = 13.63 (df=1), p<.001***	

Table 29: Higher Education **Professor** *Support* for Arming Professors/Staff by Institution Type

	Community College	University
For those who support allowing faculty/staff members to be armed while work….		
A license to carry is the only training that should be required to arm professors.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.47	1.44
	Chi-Square = 2.20 (df=5), non-significant	
College/University Presidents should have sole authority to determine who can carry a firearm on their campus.		
Median Response	Disagree	Disagree
Average Deviation	1.21	1.04
	Chi-Square = 10.29 (df=5), non-significant	

Table 30: Higher Education **Professor** *General Perceptions* for Arming Professors/Staff & the 2015 Campus Carry Law (HB 11)

	Community College	University
Average Number (%) Responding	499 (81.3)	2,046 (76.5)
A majority of professors and staff on my campus carry firearms to work.		
Median Response	Disagree	Disagree
Average Deviation	1.13	1.00
	Chi-Square=10.82 (df=5), non-significant	
There are professors or staff I would trust with carrying a firearm on campus.		
Median Response	Somewhat Agree	Somewhat Disagree
Average Deviation	1.64	1.60
	*Chi-Square=23.03 (df=5), p<.001***	
I support allowing professors and staff to carry firearms on campus.		
Median Response	Somewhat Disagree	Disagree
Average Deviation	1.84	1.60
	*Chi-Square=21.22 (df=5), p<.01**	
Every campus should have an armed presence of some sort (i.e., police officers, staff, volunteers, etc.).		
Median Response	Agree	Agree
Average Deviation	1.08	1.23
	*Chi-Square=28.98 (df=5), p<.001***	

Table 30: Higher Education **Professor** *General Perceptions* for Arming Professors/Staff & the 2015 Campus Carry Law (HB 11)

	Community College	University
The 2015 "Campus Carry Law" (HB 11) has had no effect on campus safety.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	1.33	1.21
	Chi-Square=5.44 (df=5), non-significant	
Implementation of the Campus Carry Law (HB 11, 2015) has been uneventful.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	1.13	1.05
	Chi-Square=6.68 (df=5), non-significant	

Table 31: Higher Education **Professor** *Perceived Advantages and Disadvantages* for Arming Professors/Staff

	Community College	University
Average Number (%) Responding	499 (81.3)	2,064 (77.2)
Armed professors or staff will deter a shooter from committing an active attack.		
Median Response	Disagree	Disagree
Average Deviation	1.59	1.37
	*Chi-Square=17.33 (df=5) ,p<.01**	
Armed faculty or staff will reduce the time it takes to respond to an active attacker.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.70	1.59
	*Chi-Square=19.63 (df=5), p<.01***	
Armed professors/staff have had an adverse effect on the learning environment of our institution.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	1.71	1.56
	*Chi-Square=14.06 (df=5), p<.01**	
An armed professor/staff member could be overpowered and have his/her gun used in an active attack.		
Median Response	Somewhat Disagree	Somewhat Agree
Average Deviation	1.35	1.24
	Chi-Square=9.01 (df=5), non-significant	

Table 31: Higher Education **Professor** *Perceived Advantages and Disadvantages* for Arming Professors/Staff

	Community College	University
Armed professors/staff will make it difficult for LEOs/first responders to identify shooters.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	1.47	1.35
	*Chi-Square=17.65 (df=5), p<.01***	
Armed professors/staff could increase workplace violence between professors/staff.		
Median Response	Somewhat Disagree	Somewhat Agree
Average Deviation	1.52	1.47
	*Chi-Square=20.20 (df=5), p<.01***	

Higher Education Administration (See Table 32)

Community college administrators across the board showed more support for arming professors and staff than university administrators. For those that did support arming professors across both institution types, the median responses were "Disagree" with the notion that a license to carry should be the only training required. A brief review of open-ended data for the question pertaining to what kinds of training should be required for a higher education staff member to carry a firearm to campus revealed a desire to see more hours of training, firing range qualifications, mental health, de-escalation, and tactical response training for such personnel. Furthermore, administrators, even presidents themselves, disagreed that presidents should be the sole authority to determine which faculty or staff can carry firearms on campus.

Table 32: Higher Education **Administration** *Support* for Arming Professors/Staff

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
I support allowing teachers or staff members to be armed with firearms while working.						
Yes (%)	10 (66.7)	1 (14.3)	9 (90.0)	2 (28.6)	17 (94.4)	9 (81.8)
No (%)	5 (33.3)	6 (85.7)	1 (10.0)	5 (71.4)	1 (5.6)	2 (18.2)
Responding Number (%)	15 (75.0)	7 (70.0)	10 (90.9)	7 (63.6)	18 (85.7)	11 (84.6)
For those who support allowing teachers/staff members to be armed while work…..						
A license to carry is the only training that should be required to arm professors.						
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Agree	Disagree	Somewhat Disagree
Average Deviation	1.20	N/A	1.33	0.00	0.94	1.00
College/University Presidents should have sole authority to determine who can carry a firearm on their campus.						
Median Response	Disagree	-----	Disagree	Strongly Disagree/ Disagree	Disagree	Disagree
Average Deviation	0.78	-----	1.22	0.50	0.88	0.78

Enhancing Safety through Mixed Methods Research: Qualitative Findings

In order to develop a deeper understanding of school and university safety issues throughout the state of Texas, the researchers adopted a mixed methods approach to the study by incorporating quantitative components. Quantitative and qualitative data are meant to enhance each other and inform the research team's answer to the research questions. As is the case with most research, the quest to answer specific research questions led to more questions being asked. Future research is needed to examine these data more thoroughly and the CARES research team welcomes partnerships to review and publish findings. The findings from qualitative data add new insights to the research questions addressed in this survey. The following sections address these qualitative findings to inform perspectives on school and university safety.

As the multi-disciplinary team of researchers engaged in this research they were struck by the emotions and concern many educators face in today's K-12 and university settings. Even during the collection of quantitative data, a number of educators contacted the team to share stories about how they felt unsafe in today's educational settings. They told stories of being hit, stabbed, and verbally threatened by students, parents, and even coworkers. These participants also stated their feelings of hopelessness and not being supported by institutional leaders or boards of trustees. While engaged in the survey, the researchers believed these stories would have been extreme cases or isolated events. Unfortunately, both quantitative and qualitative data supported the notion that Texas' schools and universities have become places where many educators feel unsafe. K-12 educators in all subpopulations "Somewhat Agreed" that safety was the most pressing concern for their school, and they worried about the safety of their school.

The area of disciplining students appeared to be a major concern for educators at both levels and in all subpopulations, though further analysis is needed to examine differences across subpopulations. Both the teachers and professors' subpopulations had median responses in the "Disagree" category when asked to indicate the extent to which they agree with the statement that their institutions face legal repercussions for disciplining students who have threatened violence. Similarly, administrative subpopulations, on the median, typically disagreed with this statement. Yet, a considerable amount of time and emotion was invested in conversations around discipline during qualitative interviews. Of equal importance was the concept of developing relationships with students as stabilizing or preventative factors against violence. Ultimately, the research team does not see this as a growing rift between subpopulations or institutional types. Instead, this area was probed in qualitative interviews to determine the extent discipline training was or was not an area of need for educators in the state. The initial findings—detailed below—suggest considerable reflection on relationships and discipline laws, policies, and procedures are needed.

Despite these areas of concern, those who offered open-ended comments and interviews spoke with considerable passion about communities' resilience, family-like nature of their collegial networks, and the passion they hold for education. They told stories of how they responded to students' threats, irate parents, gang violence, hurricanes, tornadoes, and other crises, and how they maintained a sense of hope and resilience in the face of these challenges. Educators spoke about a wide and diverse network of resources they utilized to provide for safe schools. These professional foundations will ultimately serve K-12 and college/university educators as they

develop the next generation of safety trainings, policies, and practices in Texas' schools, colleges, and universities.

Method

The CARES research team engaged in a mixed methods approach for this study. Qualitative data were collected to further inform quantitative data collected through the statewide needs assessment survey. Similarly, quantitative data informed the formation of qualitative interviews. The research team utilized two forms of qualitative data collection. First, open-ended questions were asked of educators participating in the study. Second, the research team lead interviews of individuals in every subpopulation to gather qualitative data focused on specific areas of safety needs. At least one representative from every subpopulation except for university counseling director and university presidents was interviewed for at least one hour. The following individuals were interviewed: (a) 1 School Counselor; (b) 2 Teachers; (c) 2 School Superintendents; (d) 2 School Principals; (e) 1 School Police Chief; (f) 1 University Professor; (g) 1 University Dean of Students; and (h) 1 University Police Chief. The decision to avoid interviewing university counseling directors and presidents was made due to their relatively small population size or the ability to identify participants in a specific subpopulation. Participants were randomly selected from the pool of respondents to the quantitative survey and invited to share their thoughts in a structured interview wherein CARES researchers asked similar questions to all participants. Given the relatively small number of potential participants in the university counseling directors subpopulation and their relatively low level of response, the CARES research team opted to forego interviewing them, though an offer was made to any research participant in this category who was interested in participating in an interview; none replied to participate in an interview. Additionally, another principal was scheduled for an interview, however, due to technical difficulties, this interview was cancelled.

As previously mentioned, CARES researchers asked all of the participants the same questions. However, some participants took the conversation in their own unique direction and CARES researchers respected that and allowed the discussion to develop in the manner the participant preferred. All CARES researchers engaging in interviews were trained on qualitative methods by three professors from multiple disciplinary and paradigmatic perspectives. These same professors also conducted an inter-rater reliability exercise with CARES researchers to ensure the rigor of analyses was high. Qualitative data does not require complete inter-rater agreement and instead, each data analyst was prepared to understand how their reflections on data might be interpreted to contribute to the development of themes.

Qualitative Data Collection: Open-Ended Survey Questions. Every survey participant was invited to complete 14 open-ended questions pertaining to different matters of school or college/university safety interspersed throughout the survey. Some of the questions, however, were only offered to participants who had answered a prior question in a specific way as indicated in parentheses in *Table 33: Open-Ended Survey Questions and Response Numbers*. The text of each question along with the number of responses to each question is offered in this table.

Table 33: Open-Ended Survey Questions and Response Numbers

Question	No. of Responses
What is the best way to PREVENT an active attack on your campus?	19,456
Please describe the process your behavioral threat assessment team uses to assess threats.	10,358
Please describe the characteristics of the RESPONSE to this crisis event that were HIGHLY EFFECTIVE. (For those indicating they had been involved in a crisis event in the preceding 3 years)	7,020
Please describe the types of training and professional development you have received to prepare you for crisis events.	13,089
What kinds of training and professional development would you like to receive to prepare you for crisis events?	11,945
Please describe any unique resources your school possesses that could improve its resiliency.	4,646
Please describe the content, levels, and types of training you believe should be required for teachers or staff to be authorized to carry a firearm on campus during school hours. (For those that support allowing educators to be armed)	5,055
What criteria do you believe should be used to determine which teachers or staff should be authorized to carry a firearm on campus during school hours? (For those that support allowing educators to be armed)	5,372
What is the most concerning area related to your school's safety?	11,661
What are some ideas you have for improving your school's safety?	10,238
Please describe one policy revision you would like to see implemented by the State of Texas (i.e., Legislature, TEA, other agencies) to support school safety or victims' services.	6,912
What ideas do you have for supporting student mental health needs?	9,289
Is there anything else you would like to tell us about your district's safety?	6,079

In total 137,546 unique open-ended comments were received through these 14 questions. To meet the required timelines for reporting, CARES researchers focused on analyzing only a few high-priority questions using broad analyses of these responses, presented in subsequent sections. Further research will be needed to fully analyze these data.

Open-Ended Question Results

Fourteen open-ended survey questions were asked of participants in the quantitative phase of this mixed methods study *(See Table 33)*. Data were coded in the same manner as interview data. Comments were unitized into discrete comments, coded, and then organized into themes. However, since a total 137,546 unique open-ended comments were received—representing over 250,000 discrete, unitized comments—CARES researchers faced considerable challenges in completing the qualitative analysis for survey data in the timeline needed for reporting. Thus, CARES researchers offer the following findings as broad, initial results. Future research will be conducted to delve more deeply into these data and to examine subpopulations' data and to address

all questions from the study. Due to time constraints, CARES researchers were only able to initially review four of these questions for this report: (a) active attack prevention ideas, (b) preferred trainings needed, (c) ideas for improving school safety, and (d) desired state policy changes. CARES researchers opted to focus their analysis efforts on these four questions for the purpose of this report because the initial, broad review of all questions indicated many similarities between these questions and a few others, namely the questions pertaining to the most concerning area of school safety, unique resources available to schools and universities, and characteristics of effective crisis responses. Moreover, the remaining questions on criteria and training for armed employees were asked of only those participants supporting this policy position. CARES researchers can supply additional analyses of these data as requested by proper authorities and with continued financial support. Moreover, interpretation of these results, therefore, should be made cautiously.

Active Attack Prevention Ideas. Survey participants provided responses to a question asking them to identify the best way to prevent an active attack on their campus. A total of 19,456 comments were provided. Themes in this question included: (a) discipline, (b) strong relationships, (c) building security, (d) communication, and (e) security personnel. The discipline theme was perhaps the most prevalent theme noted in this question. This theme represents actions taken to reinforce positive, prosocial growth in students. Within the discipline theme, two codes were noted: (a) polices and (b) enforcement. Under the policies code, many participants—particularly K-12 educators—discussed discipline polices that would enhance school safety if they were implemented. In particular zero-tolerance policies and threat assessment policies appeared to be most frequently mentioned. Enforcement of existing discipline policies was another code under the discipline theme. In this regard, participants seemed to recognize that discipline polices were not adequately or equitably enforced. Many educators bemoaned instances in which a student was removed from a classroom for threatening or disruptive behaviors only to return to the classroom moments later with little or no discipline. This specific occurrence was very prevalent in this code and theme. Educational leaders should feel empowered in disciplining students to ensure effective and safe operations.

Strong relationships were also noted as a major theme in preventing an active attack on a campus. This theme is defined by the development of engaging and sustained interactions that form the basis of healthy, prosocial relationships between educators, students, law enforcement, and community members. The most frequently mentioned relationship most likely to serve as a preventative factor was that between a teacher and student. However, relationships between law enforcement and students, staff and students, and educators and parents were also mentioned. A number of respondents indicated that relationships between educators and the community are important to crisis response. However, these questions seem to be focused more on crisis response rather than prevention. Only a few comments dictated the nature of the relationship. Of these comments, a relationship founded on the ability to be vulnerable and to share stresses and concerns between teachers and students was mentioned as an important factor in preventing active attacks.

Building security was another theme mentioned in response to this question. This theme included architectural design elements, entry points, and physical security policies that supported safety. Codes within this theme included: (a) physical access policies, (b) ID cards, (c) metal detectors, (d) door locking policies and equipment, (e) gates and fencing, (f) architectural design elements. Comments in these coded categories were generally positive and favored these forms of building security. However, the metal detector category contained comments and ideas that both

favored and disapproved of metal detectors in buildings. The architectural design category also focused on retrofitting school designs with active resilience concepts to improve school building resilience and aid in tactical response; not necessarily concepts focused on prevention.

The communication theme was often mentioned in conjunction with the relationships theme. However, this specific theme focused on the act of engaging others in the sharing of information or data, such as in reports on school safety, as a means to identify and prevent threats. No subordinate codes are categorized in this theme.

Lastly, a number of comments focused on the importance of security personnel in maintaining safety. The security personnel theme consisted of codes related to (a) law enforcement, (b) trained security staff, (c) armed personnel, and (d) the Guardian and School Marshall Plans. As other questions in the survey focused on the Guardian and School Marshall Plans most of these comments merely evoked the name of these programs. However, other coded comments in this section recognized the importance of every campus having a security presence and those individuals being trained and authorized to act in the event of an active attack.

Preferred Trainings Needed. Educators at both the K-12 and higher education levels expressed training needs in regard to safety. Chief among these was the need for active shooter training, accounting for roughly one third of the comments related to needed training. Beyond this type of training some educators also wanted to have trainings related to natural disasters (particularly fires, wind events, and flooding). In terms of content desired, Stop the Bleed, First Aid, and CPR training were also desired. Finally, a number of educators want to learn more about their role in incident command services and victims' services following a crisis event. In regard to victims' services offered after a crisis event, there seemed to be some familiarity with these services due to natural disasters educators in the state faced recently. Many seemed to recall victims' services being offered to their communities and schools following floods, wildfires, and tornadoes. Training efforts may help educators understand all of the services offered after any sort of crisis and their role in serving their communities following such events.

Beyond subjects, the format of training was also often mentioned. Codes within this theme of training include: (a) active training, (b) expert-led training, (c) high desire for training, (d) post-incident training, and (e) student and community training. A significant number of educators desired hands on drills and tabletop exercises as highly desired trainings. Educators seem to prefer trainings that simulate an active attack over lectures or videos. The active training code addresses this desired format of training and resources offered should take this preference into account. Similarly, educators seemed to prefer trainings led by threat assessment and law enforcement experts over administrators on their campus. Participants offering this concept indicated these experts offered a legitimized perspective on safety that administrators may not possess. Another coded category within this theme—high desire for training—underscored just how much educators want training in school safety. Responses in this coded category indicate teachers and professors, in particular, would attend as much safety training as they could afford or have time for.

Just as educators desired more training and information on victims' services that would be offered after a crisis, many educators expressed a desire to know their role in victims' services and recovery. Many participants indicated they felt prepared for crisis before and during their occurrence. However, they lacked understanding of their role in recovery and services offered to them following a crisis. Active trainings on post-critical incident stress debriefings, after action learning, trauma informed counseling, and victims' services may be well received by educators.

Ideas for improving school safety. A total of 9,289 comments were received from participants responding to a question asking them for ideas for improving school safety. Such responses could constitute needs educators have in applying innovative approaches on securing schools, colleges, and universities. Additional analyses are needed to determine specific and detailed needs within subpopulations. Nonetheless, these data may inform agencies' and policy makers' perspectives or could inspire new ideas in school safety. Themes within this question include: (a) arming of teachers, (b) building security, (c) discipline, (d) parent involvement, (e) law enforcement, (f) mental health services, (g) teacher and staff support, and (h) innovative trainings. Codes within the arming of teachers included (a) support for allowing armed educators, and (b) the recognition that every campus needs an armed presence. Those supporting the arming educators favored the Campus Carry Law, the School Marshall, or the Guardian programs. Therefore, support for existing laws and programs seems to be in place among supporters of this policy position. It should be noted that although quantitative data indicates a relatively divided position on this topic, very few comments against allowing specific educators to be armed were noted in this question. This is most likely due to the nature of the question, which asks for ideas for improving campus safety. Few educators argued that preventing the arming of educators would improve school safety. Quantitative data exist that would suggest very few educators believe the introduction of guns carried by trained employees would increase workplace violence (i.e., the median score on this question was in the "Strongly Disagree" category). Therefore, few educators commented that allowing trained staff to carry a weapon for defense would reduce school safety efforts. This polarizing topic is one of considerable concern for educators, policy makers, and leaders. There seems to be common ground in the idea that every campus needs an armed presence, as indicated by the second code in this theme and by quantitative data reported earlier.

Ideas for improving school safety through building security was also an important theme in this question and the aforementioned active attack prevention question. Codes within this theme included: (a) concerns over the aging nature of their buildings, (b) concerns over the ease of access to buildings, (c) gate and fence concerns, (d) ideas for improving parking lot and outdoor facility security, (e) improvements to extracurricular event security, (f) door locking systems and protocols, (g) metal detectors, (h) monitoring of hallways and public spaces, and (i) security tactics in classrooms. Additional analyses are needed to determine how these ideas associate with various subpopulations.

Discipline was also a theme within this and other questions. Codes within this theme depict Texas' schools and universities as challenging environments for educators, many of whom feel unsupported in their efforts to discipline students. Codes included: (a) ideas to reduce teachers' and professors' feelings of helplessness in disciplining students, (b) calls for improved support from campus leadership, (c) increased strictness in discipline policies, (d) stories of threats and violence perpetrated against educators, (e) zero tolerance policies, (f) suspension, expulsion, and corporal punishment policies, and (g) state policies and discipline for repeatedly violent students. These latter codes (items e-g) and categories were less prevalent and more diverse in their perspectives on discipline. Until further analyses can be conducted, interpretations should be made cautiously.

Educators at both the K-12 and higher education levels provided comments about parental involvement as a source of support and concern. However, higher education personnel were more prone to evoke FERPA as a reason they were not required to engage parents in conversations about students' safety concerns. Nonetheless, higher education personnel did mention parents in their

discussions of college/university safety. The coded category of *parents as supporters* recognized the important partnership between educators and parents. Communicating with parents, advocating for students' needs, and sharing information on concerns within the study body were all mentioned as ways in which parents support school and university safety. In contrast, a significant portion of respondents indicated that some parents had been the source of safety concerns, either directly or indirectly. Some educators related stories in which parents directly made threats against school or university officials. Others related incidents in which parents advocated for students who had patently threatened the safety of the school or university. In their push to support their child, these parents enabled threats and behavior problems that concerned educators. Finally, comments about administrators' lack of support for teachers and professors' efforts in dealing with parents were prevalent. Many told of incidents in which administrators did not address parental behavior supposedly out of fear of legal retribution. Contending with parental threats of lawsuits is something many educators expressed concerns over. Regardless of their views on parental involvement, educators recognized the importance of communicating with parents and involving them in decisions about student and school safety. Educational opportunities for parents and community members were mentioned as successful ways of engaging parents in a fashion that supports student safety and growth.

Codes related to law enforcement were a part of the themes for this question. Educators had many ideas about sufficiently funding law enforcement officers, increasing law enforcement presence on campuses, and establishing constant coverage of law enforcement officers on all campuses. Finally, a few educators criticized law enforcement officers for not assisting them in disciplinary situations or for slow response times.

Mental health comments were coded under this theme and were prevalent as well. Educators recognized the need for more trained counselors. Prior research has documented the dearth of counseling personnel in Texas' schools and colleges/universities (American School Counselor Association, 2016). This lack of counseling services was felt by and a major concern of educators commenting in the survey. Many educators directly called for redefining counselors' roles away from testing or administrative duties and back toward counseling and mental health. The idea of establishing a testing coordinator certification or job duties was often mentioned as a way to alleviate pressures on counselors that could free them to focus on social and emotional health of students.

Teachers and professors requested enhanced support from administrators. Therefore, a prevalent code in this theme was *teacher and staff support*. Many teachers and staff related instances in which they felt unsupported by administrators. Typical concerns entailed administrators not backing up a teachers' attempts to discipline a student, not being present during instructional periods/or being absent from campus during the semester, the need for better or more frequent communication with teachers/professors, and the need to involve teachers/professors or law officers in important safety decisions. In this last sub-code, unilateral decisions made by administrators were often decried as unbalanced, ill-informed, or ill-timed. Teachers and professors must understand that administrators are typically authorized to make such decisions and seeking input from a wide array of constituents may be impractical, especially during crises. CARES researchers often see such patterns of qualitative responses when reviewing cultural

divides in organizations. As such, instructors and administrators should remain cognizant of the pressures and cultural mores guiding each group and work toward common safety goals.

Training was also an important idea that educators mentioned in this theme. Within this theme, the training codes included a desire for more trainings on crisis planning and victims' services and a call for active forms of learning in trainings. These results comport with qualitative and quantitative data described earlier.

Desired state policy changes. Participants in the survey were asked to describe one state policy pertaining to school or university safety they wished to see changed. Educators at both levels wished to see changes in the laws allowing educators to be armed while on campus. The Campus Carry, School Marshall, and Guardian plans were all mentioned in this question. It is worth noting the 51% of educators surveyed support allowing their peers to be armed while on campus. This margin means that for nearly every supporter of such policies, there is an opponent. Moreover, quantitative data indicates that those that oppose these policies strongly oppose them (i.e., 26% strongly disagree with the statement "I support allowing teachers to carry firearms on campus."). Whereas supporters voiced their support of these policies for improving school safety, slightly more opponents expressed their desire to see these policies changed in their response to this question. CARES researchers recommend educators focus on common ground in this debate: 78.1% of educators surveyed agreed to at least some extent that every campus should have an armed presence. Policy makers can leverage this common ground to develop policies that accommodate the diverse needs of schools, colleges, and universities.

While desired policy changes pertaining to arming educators elicited vehement responses, they were not the most prevalent responses to this question. A large portion of responding educators wished to see counselors given the resources and space necessary to fully focus on social and emotional needs of students. In the academic year 2014-2015, Texas' school counselors served an average of 449 students (American School Counselor Association, 2016). Texas lags behind 30 other states in the ratio of school counselors to students. At the university level, the problem is even more exacerbated. The International Accreditation of Counseling Services (2018) recommends a ratio of one counseling staff member for every 1,500 college students. By this standard, counseling centers at 12 state universities are understaffed. Participants advocated for establishing counselors on campuses such that they are not engaged in administrative work or test administration. Many pointed to school districts and colleges that have established specific administrative offices to focus on these elements of administration, thereby freeing counselors to focus on student mental health. Similarly, educators also advocated for increased funding for mental health services in schools—both those housed within the school's structure and those external to the institution. Higher education personnel recognized that many of their resources are externally referred. As such these functions often cost a premium. Structured funding for mental health and counseling in educational settings as well as training for these critical personnel should be considered in future policy discussions.

Several educators called for changes to funding structures that would allow for enhanced architectural designs and retrofitting of older buildings. Educators recognized that many buildings offer multiple entry points, blind spots, or are located in flood-prone areas. Though noteworthy for their prevalence in these responses, these comments did not focus solely on the need to revise built environment but to fund new and innovative research in architecture of modern, safe schools.

Lastly, educators also recognized the need for additional research in school safety. In particular the work of the TxSSC and CARES were recognized for their importance in the state. Educators wish they could receive more resources and active trainings from these and other research centers. The topics of school and university safety are of critical importance with several opportunities for research to be developed and implemented in years to come.

Qualitative Data Collection: Interviews. A total of eleven interview participants engaged in structured interviews pertaining to their needs as an educator. Interviews were originally scheduled to occur during March and April via both face-to-face and remote interview procedures. However, due to social distancing measures associated with COVID-19, the interviews were conducted exclusively via telephone or Zoom and were recorded. Recorded interviews were then transcribed and checked for accuracy by the CARES research team. These checked transcriptions were then member checked by the interviewees. Participants were given an opportunity to enhance or augment any responses through the member checking process. However, none required substantive changes to their responses. All data were transcribed and coded by the CARES multi-disciplinary team. The code scheme was developed using an inductive, emergent coding method as outlined by Saldaña (2015). Examples of codes include the following: crisis experience feedback, counseling resources, victims' services, crisis training, crisis team, emergency communication, school safety feedback, and challenges in a crisis situation. Codes are more thoroughly reported in *Qualitative Results*.

Themes from Interview Data. After the interviews were coded, data collected was inventoried into six major categorical themes. The themes were: (a) communication; (b) first responders; (c) arming teachers; (d) crisis experiences; (e) resources; and (f) general survey questions. All themes were defined by grouping similar codes together to create one large category in order to streamline these data for easier analysis. The *communication* theme included all codes involving communication tools. Examples of codes within this theme included *media*, and *communication before, during and after an event*. The *first responders* theme included all codes involving engagement with first responders. For example, mutual aid agreements with multiple agencies, access to the buildings, shared resources, school police force practices, and trainings were included in codes in this theme. The theme *arming teachers* included all codes involving arming teachers, professors, and staff. *Experience* included all codes involving crisis experiences and feedback. The *resources* theme included all codes involving victims' services and other resources offered to schools and communities following a crisis. Codes within this theme included *counseling services*, *school safety resources*, and *school resources to handle a crisis*. The final theme, *general survey questions*, included all comments made in the interviews regarding the research study. After all of these data were analyzed, the resulting scheme was again member checked with participants and once more by a three-person multi-disciplinary team for accuracy, clarity, and methodological rigor. The following results were produced using this process.

Qualitative Results

Communication

The communication theme was one of the most prevalent themes in these data. The communication theme is defined as an important act of engaging school and college/university constituents before, during, and after a crisis to achieve specific safety goals. Codes within this theme include: (a) communication tools, (b) media, (c) decision making, and (d) Communication before, during, and after a crisis event.

Communication tools

The following examples of communication tools were provided in the interviews: public address system; dispatch center; text alert system; and social media. A major challenge to the effectiveness of the communication tools is parents and students not updating or reviewing their account information or becoming generally disengaged with communication tools. This was an issue noted in both the school and college/university level. The university police chief and university professor both expressed that students are not always accessing their student email or other accounts used to notify students of a crisis. The K-12 personnel each shared concern that often student files are not updated or contain wrong or outdated phone numbers or email addresses. All participants indicated that communication tools were excellent ways to communicate when they are properly operating and used.

Additional challenges to the communication tools were problems with the equipment, such as a broken intercom system and language barriers. One superintendent participant shared that they use a language translation tool to assist with language barriers in emergency alerts and they have specific families who are willing to translate important communications in exchange for receiving information early in the process of communication.

The response time in communicating a crisis event to the public was also expressed as a challenge. One superintendent remarked, "But I think the communication with community and the expectation that it's immediate, it's one of the biggest challenges." This same challenge was expressed by the other Superintendent participant as well, who spoke as both a parent and administrator in his response: "What [I would] want to know [is] when, and [I would] give a little forgiveness on 20 minutes because I know the school superintendent or the principal is trying to deal with what's going on." Several participants echoed the concern that community members and other constituents expect instantaneous communication during crises that may be evolving across time or may include imperfect, incomplete information. Administrators at both the K-12 and higher education levels described the pressure they felt to share information quickly during crisis events.

Media

Social media was, universally, a major challenge facing educators at both the K-12 and college/university levels. Dealing with information being shared on social media, often misleading, inaccurate, or false, has created obstacles for schools trying to control the situation. For example, one school police chief mentioned:

> "A lot of it is trying to control the information that is going out there. Um, you get that one post on social media that there's a shooter on campus. And then it just blows up times a million, or a thousand, or whatever. And it starts misinformation really going out. And so, trying to control the information that's going out there from us is, is key right away. Because if we can control that, then you don't have the parents rushing to the location trying to [say] 'I want my kid,' and you know, 'I, I'm gonna pull 'em out'…so the biggest, biggest threat right now to me, is, is social media…really hard to control that. And once one thing is put out there, it's taken as, you know, religion and, and gospel"

Educators at all levels shared this concern over social media. Many educational leaders also expressed hopelessness and the sense of fighting a losing battle that was mentioned in the final sentences of this school police chief's comments. Many educators are at a loss for how to manage social media firestorms.

Disseminating information via social media outlets is a challenge but it also offers the ability for immediate communication between parents and students with cell phones. This was mentioned as a major concern for many participants. One superintendent stated: "…with kids especially at the secondary campus having cellphones, if we go into a shelter in place, their parents know before we can even get the word out." Clearly, social media and the proliferation of cell phones has changed how schools, colleges, and universities communicate with students. Organizational preparedness, policies, and training for crisis communication are needed.

Decision-Making

The various schools, colleges, and universities represented in this study presented similar decision-making processes during a crisis. This could be viewed as a limitation in the qualitative analyses as the frameworks for crisis decision making are varied and diverse. Among participants in this stage of the study, however, the general consensus was that building administration where the crisis was occurring served as the central command leadership. As a result, the district level administration, crisis teams, and police would coordinate their response efforts from that leader's area office or building, which occasionally served as a staging ground with first responders. An interesting dichotomy emerged in reviewing these participants' responses against *FEMA ICS-100* or the *I Love You Guys Foundation's Incident Command System Model*, both of which require the establishment of command centers and decision-making protocols that differed from the respondents' approach. This challenge may be due to a lack of understanding on behalf of some educators pertaining to incident command and decision making. If so, communication, training, and standard operating procedures need to be clarified by educational institutions prior to a crisis event. The educators and law enforcement leaders interviewed have refined plans to address this concern. They also have plans for who is delegated with the authority to communicate with constituents in a crisis situation. College and university level participants all noted that their institutions have marketing and communications offices and that it is formally a matter of someone's job responsibilities to communicate with media, students, and the public when any crisis decisions are made. Additional research into this process and how these leaders operate with various levels of authority in crises is needed.

Communication before, during, and after an event

Participants indicated that trainings from the Texas School Safety Center, Advanced Law Enforcement Rapid Response Training agencies have prepared them for a crisis event. They also believe that interagency debriefing following a training has assisted the schools and universities in developing clearer channels of communication that will pay off during a crisis. The participants shared that these conversations have increased their abilities to be confident that their institution is prepared and that all stakeholders are knowledgeable of their role as communicators before, during, and after a crisis situation. Moreover, debriefing was mentioned as a means to cope with post-critical incident stress, a high impact practice worth noting.

First Responders

The first responders theme recognizes the importance of law enforcement, fire, and medical personnel in Texas schools and universities. This theme is defined as concepts related to engaging first responders and developing policies and procedures to support their response in schools and universities during a crisis. Codes within this theme include (a) communication with first responders, (b) mutual agreements with multiple agencies, (c) access to buildings, (d) shared resources, (e) school district police force, (f) university police force, and (g) trainings.

Communication with first responders

The primary tool used by the participants to contact first responders have been through radio and phone communication. A school police chief participant shared that they recently purchased portable, inter-agency integrated radios which has made communication faster and reliable. Communication with local police and first responders is coordinated by district personnel in the school and the crisis manager in the university. Police chiefs at both K-12 and college/university levels indicated that inter-agency communication has been something of considerable concern. However, police chiefs also mentioned their agencies have made several important improvements in this effort in recent years.

Mutual Agreements with Multiple Agencies

Several of the participants in the study shared memorandum of understandings (MOUs) that were in place with local emergency agencies. These MOU's were cited as working well because they gave the school or university access to resources, such as SWAT teams, bomb squads, or drug search canine units, in the case of a crisis. In addition, the MOU's provide the schools and universities with the preplanning of who takes the lead and where responders should be placed during a crisis. Police chiefs, superintendents, and principals interviewed noted that having multiple agencies coordinating is a challenge during a crisis situation and has the potential to lead to coordination or jurisdictional challenges. The participants expressed that that MOU's provide the schools and university with the security of the knowledge that response will be made and all agencies responding will know their responsibilities. They also noted that MOU's should be revisited often, and certainly once new threats are ascertained.

One superintendent shared that the MOU can assist a district in seeking additional resources. The process of partnering with local first responders helped this superintendent learn where resource gaps might be. Following the development of the MOU, the school district was able to advocate for the addition of a school resource officer (SRO) to its school board and local sheriff. As an added bonus, the relationship formed in the process of drafting an MOU led to local agencies partnering with the school district in new and novel ways during the COVID-19 pandemic. While the MOU did not address pandemic response, the inter-agency relationships formed during the MOU formation process was critical to the school's pandemic response.

Access to the Buildings

Participants provided insights to how first responders are given access to all buildings during an emergency. The principals who participated in these interviews both shared that they have conducted active shooter drills in conjunction with local agencies. At this point, first responders were given access to school buildings via a card entry system. One superintendent noted that PDF maps of all of their facilities were installed in the local emergency response system to assist in coordination with first responders during a crisis. Moreover, this superintendent also noted that maps were printed and available in each campus' emergency response box in accordance with good practice and the Texas Education Code. This superintendent also voiced concerns over being able to stay ahead of staff turnover on first responder crews. With much turnover each year, some first responders might respond to a crisis only to learn they did not have access to a building. Since first responders were never supposed to be on a campus without administrative notice, this problem is largely mitigated but still causes some concern. On the university level, it was reported that access cards to all of the facilities have been provided to local police, in order to be prepared should they need to assist the university police force in a crisis situation.

Shared Resources

Throughout many of the interviews, information was discussed regarding resources that local agencies have provided to the schools and universities. Like the comments offered under the development of MOUs, some of these resources included CPR trainings, K9 drug dog searches, mental health resources, presentations and trainings for educators, pamphlets and resources for the students, and shooter survival trainings. University level educators also noted particular prevalence of active shooter trainings offered by partnering agencies.

School District Police Force

One of the teachers participating in the interview was employed in a district with a school police force reporting to the superintendent. This teacher preferred having specially trained police officers in the building because they were able to respond quickly and they did so with an educational philosophy in mind. This teacher also shared an experience where a student was not picked up from an after-school activity. The teacher was able to take the student to the school police office, located next to the school building, where a police officer was able to take control of the situation and bring the child home. This teacher also praised her district police force for

response time and compared their response time to external police forces in the community. This teacher recognized that not every district can have their own police force and that her district's police force is not on campus 100% of the time. However, she recognized that in-district police are focused on education and are on campus 90% to 100% of the operational hours of a school day. District police were visible and present on campus. Ultimately, this teacher recognized that while an internal police department seemed to be very effective for her district, each district if unique. School district leadership should review the resources offered by the Texas School Safety Center, the Texas Association of School Administrators, the Texas Association of School Boards, and the Department of Public Safety as they determine which school policing model is best to suit their needs.

A school police chief discussed why his district started its own a school police force. Prior to starting a school police force, the local police department was experiencing high turnover rates and were unable to provide the contracted number of officers to the district. The district in turn canceled the SRO agreements and used the money to start their own police force. He expressed that always having dedicated officers in the building was a "big motivation" for starting the school district police force. This shift required an investment of financial resources and a cultural shift for the educators involved. However, in the case of this school district, it allowed for an enhanced level of school policing that has become the standard for this particular community.

University Police Force

University participants in the interviews conveyed that university police forces and criminal justice programs provide more officers that are visible and available on campus. University participants did not feel as if there was a dearth of available police officers on their campuses. However, one university police chief indicated that having enough personnel will always be a challenge because they need enough officers to meet needs in the university but not so many that there is not enough work for all of them. The police chief stated that it is "always a balancing act" to determine the exact number of officers needed on campus. Moreover, this university police chief spoke about ways in which he attracts officers to work in his department given competition in salaries from other local agencies. Nonetheless, it was also added that local agencies have also helped with this issue because if there was a major crisis, he "could have 50 officers there within 30 minutes." The collaborative nature of many agencies working together is not unique to higher education levels. However, it was important to this participant. The development of educational police forces that are receptive to inter-agency and inter-department collaborations is critical to educational safety.

Trainings

The participants that shared training experiences all expressed that these experiences better prepared them for an actual emergency. The majority of training experiences were active shooter drills. One principal spoke positively regarding the opportunities to be part of coordinating an active shooter drill and a debriefing that took place after the drill. Another principal stated that the school established relationships with the agencies that participated in a similar active shooter drill. Still, another principal found problems in communication lines that would not have revealed

themselves had she not engaged in a tabletop exercise over a hypothetical active shooter crisis on her campus.

Positive experiences with trainings were not universal, however. A negative comment regarding these drills came from a superintendent who expressed that they would like to see law enforcement listen a bit more to the school personnel. In this leader's estimation, many trainings are unidirectional and often consist of law enforcement lecturing educators for lengths of time. Efforts for educators to share their perspectives on safety and to make trainings engaging and active would be greatly appreciated by leaders such as this superintendent. Another school police chief offered an idea of a unique engaging training effort. This school police chief took the school's administrative staff and some counselors to a police shooting simulation. The police chief wanted the participants to understand the experience that police officers face in an active shooter situation. This training was well received by the participants. While not every district would respond well to this type of training, innovative, research-informed trainings are needed to engage educators in important topics of school safety.

Arming teachers

Educators' perspectives on the arming of teachers was specifically asked of all participants in the quantitative survey. Despite being a topic of considerable concern, only one participant in the qualitative interviews shared their opinion on allowing teachers to have weapons on campus. This teacher was adamant that guns did not belong in the school environment. She not only felt that guns were not necessary in the school but, guns would create a stressful situation and be overwhelming to the teachers. Her sentiment is shared by a large portion of teachers. While 51% of teachers at least moderately agreed with the statement "I support allowing teachers to carry firearms on campus," 26.1% of teachers surveyed "Strongly Disagreed" with this statement; the largest response in any single category.

Crisis Experiences

Participants reflected on their experiences in responding to a crisis event. These "war stories" helped educators and law enforcement rationalize the crises they faced and develop plans for future events. Any agency looking to develop services for educators must take into account the prior crisis experiences educators have faced. Codes within this theme include (a) experiences, (b) positive feedback, and (c) negative feedback.

Experiences

All of the participants discussed crisis experiences they had been part of either in their current job or at a previous employment. The experiences shared were: (a) medical emergencies; (b) natural disasters (i.e. hurricanes, floods, fires, tornados); (c) police activity in the vicinity of the school building; (d) suicide; (e) bomb threats; (f) weapons (off campus); (g) threats made on social media; (h) cyber security breach; and (i) various threats such as aggressive students and false fire alarms. These experiences were still memorable for many participants even though, in some cases, they were in years passed. For some of the participants these experiences were defining moments of

their career. As such, the experiences, response, and services received (or not) are major facets of these educators' approach to crisis response. How they experienced these prior crises continues to define their opinions of current or future crisis response services.

Positive feedback

The participants were asked to reflect on their experiences in a crisis situation and share feedback on the experience. The positive feedback focused around the rapid response from local police and the proof that all the plans that were put in place worked. One superintendent concluded that "…the best thing…was we proved that our systems worked." The other participants commented that there have been more frequent and more rapid responses from local agencies than in the past. Another K-12 participant noted that a crisis event helped instill counseling services as a necessary element of their district's crisis response.

Negative feedback

Despite positive feedback, some participants did have critical feedback for responses to crisis events. The negative feedback was varied from these participants. One superintendent provided his feedback both as a superintendent of a smaller rural district and reflected back on experiences from an urban district. In the smaller rural district, this participant had a concern that "…in small towns…many times we over-respond and overreact. Our solutions sometimes can be larger than the problem." However, the reverse opinion was expressed when sharing his experiences in the urban setting. He remarked that it was difficult to have the resources needed from the city departments and that jurisdiction and siloes between agencies caused many concerns for the urban district's response.

One teacher was pleased with their district's preparation for a crisis event. However, this teacher previously worked in a charter school. Her experience was not the same as their current environment due to a lack of training and high turnover rate with staff. Her concerns that the charter school environment was so unstable that staff were not familiar with the lockdown and evacuation drills was one she indicated many teachers in that environment held. There was one story where a staff member had a meltdown during a lockdown drill because they thought it was a real event. This highlighted the need to prepare educators for unexpected crises whenever possible. It should be noted that her experience is in no way meant to be portrayed as indicative of charter schools. Any environment could experience such challenges and leaders must remain aware of these concerns as they refine school and university safety policies.

Many participants in the interview phase of this study commented on the vitality of counseling resources before, during, and after crises. Many also pointed to counselors' multi-faceted roles as hampering their capacity to support threat assessment and mental health counseling. These were consistent negative feedback challenges noted by many educators, particularly at the K-12 level. One teacher was also certified as a behaviorist specialist and shared many instances of the tenuous relationship between counselors, teachers, and administrators. From her perspective, the administrators, who are not familiar with her students, often undermined her authority and attempted to correct a situation in an ineffective way. She also noted that

administrators decisions seemed to be focused more on cost savings and avoiding legal action than on student health. This finding is a unique element within the negative feedback code because quantitative data suggests relatively low pressure to make a decision based upon legal pressures. Nonetheless, this educator's perspective underscores the importance of understanding the respective goals, purposes, and driving forces behind various educators' roles. While counselors specialize in students' social and emotional health, this is a need everyone must focus on to ensure success.

This same participant followed this comment with the concern that some students are facing increasing numbers in disciplinary rates due to ineffective responses by administration unfamiliar with their special needs. A counselor and a school police chief echoed these sentiments. Discipline has been a major concern for educators across the spectrum. Additional training in this area may benefit educators and help them refine their craft.

Resources

The *Resources* theme involved the recognition that school and college/university safety require a network of expertise and assets. Participants commented about the ways in which resources were used, additional resources needed, and how connections were made to secure resources. Codes within this theme include: (a) victims' services, (b) counseling services, (c) school safety resources, and (d) and school/university capacity to handle a crisis.

Victims' Services

School district level. Victims' services provided by school districts focused on counseling services, trauma teams, and administrative support. School districts are equipped with counselors to address student issues and follow-ups after a crisis. However, two superintendents recognized that as great as counselors in their district are, their time and skillsets are limited. One superintendent shared that a student passed away suddenly during quarantine and the counselors were ready to provide support. Counselors were prepared and quickly had resources ready for the grieving students. However, those who needed additional or more involved trauma counseling were referred to specialized services with which the district partnered. Additional grief support services for students was also addressed by a principal participant, who shared that they always join the counselors with grief visits to show the school support for the family. These elements are vital to supporting a grieving community and show just how important relationships are in supporting students.

University level. The university participants shared multiple areas of victim support. Victims' support included a victims' assistance coordinator, programs in the counseling office, and a regional crisis center. In addition, the dean of students' participant highlighted the importance of the Title IX office in offering victims' services. On many campuses, such leaders are well versed in ways to support students' in crisis. A major concern expressed by the university representatives is providing safety and service to assist a victim no matter where they live in regard to on campus or off campus housing. Participants expressed considerable concern over service students living off campus. For example, at one university, counselors in residence are in place in

on-campus housing to support those who live in residence halls. This counselor also serves off campus students via a traditional office setting during work hours. If a student lives off campus, resources at this particular university are lacking to support their needs outside of business hours or in general.

Counseling services

School district level. Counseling services on the school district level are available in many areas of student support. A teacher reviewed a program that a district provided to assist children with developmental or emotional issues (i.e. autism; emotionally disturbed). Additional counseling services shared by the participants included resources to address students' social and emotional learning and trainings to ensure that the school is ready to work with students after a crisis. In addition to counselors, teachers are also providing social and emotional support for the students. One superintendent stated, "…we think it could be a game changer to help some of our kids, give them some coping mechanisms that they need…a lot of times a child will build a relationship with a teacher and they're going to trust them and tell them things…" This finding comports with prior research suggesting a relationship with a staff member or mentor is a tremendously stabilizing or preventative factor against violent tendencies in students (Federal Commission on School Safety, 2018; Shapiro, 2018). A participant who was a school police chief discussed some of the follow-up procedures for students who are arrested or facing severe disciplinary action in the K-12 setting. The officer stated, "…we're still following up with them…We're still here for you, you're still part of the district. Unfortunately, you did what you did, but there are actions in place and, a policy in place that, that the staff would have to follow." This district also provides home visits if a student has been posting suicidal messages. The officer concluded that these home visits have been "very positive." In this school police chief's opinion, educators and school police officers face challenges in balancing applications of law and judicial penalties with educational supports for students.

Interview participants did share a few major challenges to ensure counseling services for students in the school district level. Common major concerns were ensuring that medical and counseling services are communicating together to provide the best resolutions for students and having adequate resources for teachers and students. A principal spoke about this issue for a considerable length of time. Even though their district has a district-wide counselor who works with local agencies, there are still issues that have to be addressed and corrected. For example, one counselor interviewed shared a past experience where an outside counseling agency failed to arrive to assist the counselor with grieving students following the death of a classmate. Communication challenges between the school district and the external counseling service resulted in a poor level of service provision. Many interviewees recognized the importance of and the need for more counseling resources in the K-12 setting.

One superintendent had a much different concern. This superintendent oversees a school district in a rural setting and has had issues attracting, hiring, and retaining counselors. The superintendent shared that they are concerned that it will be difficult to replace their counselors once they begin to retire. Teacher and counselor preparation programs can assist in sharing opportunities for rural counseling jobs. Educational institutions will also need to prioritize counseling appropriately in the ever-increasing list of priorities demanding more of institutional resources.

University level. According to university level educators, enhanced levels of counseling services discussed in victim's resources is often available to higher education students. However, prior research has shown a dearth of counseling capacity in higher education (American School Counselor Association, 2016). The challenges shared by one professor typify the unique type of counseling resources available to higher education students. Many college/university students are not aware of all of the resources that are available to them. The professor believes that many students are unaware of the clinics, mental health resources, or the food pantry because of a lack of knowledge expressed by the professor's students in class. Institutional offices and agencies looking to enhance support must establish marketing and communication plans and efforts to share resources with students across all levels of the institution.

School safety resources

The school level participants shared various safety resources they provide to the students, which include the following: (a) Crime Stoppers programs, (b) social skills classes, (c) videos, and (d) SROs. Similar to the aforementioned rural superintendent, educators expressed concerns in locating, securing, and retaining expertise or resources in these areas given the resource-strapped nature of many of today's schools. Agencies looking to partner with schools to improve safety would find it helpful to connect services with existing programs.

School/university capacity to handle a crisis

A majority of the participants believed that their district or school is ready to handle a crisis. These findings comport with quantitative data from the survey suggesting high levels of capacity to respond to a crisis, both at the organizational and individual levels. The participants shared that trainings have given them the opportunity to prepare for a crisis by making unexpected crisis just a little more predictable. In addition, participants indicated that crisis management plans in place in their organizations are effective. Their responses discussed mutual respect between school and law enforcement and the importance of their respective roles. Central to the belief that schools are prepared with a system of trainings and active shooter drills that have helped educators prepare for unexpected crisis. School and university police chiefs also commented on the importance of updated procedures and polices based on the emergence of new threats. One example of this included the posting of crisis response protocols in classrooms. A police chief documented this development as a new idea that emerged several years ago and was the result of educators and law enforcement discussing new contexts. In these participants' opinions, such efforts demonstrated capacity to adapt and grow with contexts that shift and develop. In particular, police chiefs interviewed were proud of the adaptations their institutions made in responding to natural disasters.

Vigilant monitoring of social media posts and the subsequent generation of tips also factored prominently into educators' and law enforcement officers' beliefs that their organizations were prepared for crisis events. Many participants indicated that monitoring of social media had led to actionable responses that prevented crises from occurring. Fairly mature social media monitoring programs have emerged in these participants' schools and colleges/universities; both offered by third-party vendors and housed internally.

Lastly, educators interviewed recognized the important work of school police officers as the main reason their institutions were prepared for crisis events. Police officers and police chiefs hold a critical place in developing a culture of safety in both K-12 and higher education institutions. Future policy developments should bear their critical role and leadership skills in mind. Resources for school law enforcement chiefs, such as the Leadership Command College offered by the Law Enforcement Management Institute of Texas (LEMIT) may benefit school police officers and leaders looking to enhance educational law enforcement skillsets. In fact, the only participant who indicated that their institution was not ready to handle crisis events was a professor. Even though this professor felt the institution was unprepared, the professor recognized the importance police officers have played in getting the institution to its current level of preparedness. This professor mentioned that a series of committees were tasked with safety matters but that they seldom resulted in firm policy positions or improvements and police officers were often left to interpret new policies with little guidance. The professor also seemed very uncertain regarding specific policies related to the Campus Carry Act.

Overall, the majority of the participants shared that their institution was ready to handle a crisis. However, when asked through probing questions, they also shared some of the challenges that could hinder a school or college/university's ability to respond to a crisis situation. At the university level, professors and deans of students interviewed expressed the need to invest more resources and time into developing a culture of proactive rather than reactive leadership. Students and faculty being proactive in reporting potential crises was a major concern for these participants. University police chiefs also expressed concerns over hiring and retaining enough officers to cover a large campus. Deans of students and professors expressed concerns over student knowledge of what to do in a crisis. As one university police chief shared, their police force is providing trainings to improve student knowledge of what to do in a crisis. However, resource constraints limit their ability to connect with every student. At the K-12 level, administrators worried about administrative coverage of an entire building, particularly during peak periods of transition, such as the end of the school day or lunch periods. Principals expressed concern that they still see and hear teachers, students, and parents living under an attitude that a crisis—particularly a school shooting—will not happen in their school. School police chiefs also worried about sufficient coverage of police officers on a school campus and their department's ability to purchase new technology or supplies given resource constraints. One school police chief expressed concerns over a growing anti-police sentiment in his community though it was mentioned that this sentiment was still relatively small in this police chief's town.

General survey questions

The participants were appreciative of the opportunity to share and were interested in seeing this final report. One teacher found a renewed trust in state leadership with this research being conducted. A counselor was excited about the research and is hoping that data and numbers will provide policy makers with the ability to find innovative solutions to school safety issues. Finally, a principal expressed the need to create laws that help today's students; not the students many policy makers and researchers were when they were in school.

> "I come from the Golden Triangle and I have a grounding in [a statewide professional organization] as a local leader for many years. And you know just some of the legislation needs to change with the times and what we're facing and dealing with. Understand that in years past the need for fire drills was a lot greater than what it is now. The need now is how to protect our students and keep them safe in different environments with active shooters, or intruders, or possible chemical spills, or air release of something. You know those types of situations is where the legislature needs to look at progressing with the times. Just like with this COVID-19 how to have a new normal in the teaching environment is important."

These interview data support a number of findings in the quantitative data and vice versa. Further examinations of other qualitative data—the open-ended survey questions—could also inform policy decisions. The following section addresses these data from open-ended survey questions.

Summary of Qualitative Data

Qualitative data provided valuable information regarding perceptions of school safety in Texas' schools and universities. These data demonstrated that active shooter drills and other crisis response trainings are occurring in all of the participating schools and are, in part, transforming schools and university cultures toward ones focused on safety and prevention. Further, training and resources are providing educators with the knowledge that they are prepared for a crisis. These data have also indicated that MOU's are active in all of the participating districts and are effective in opening interagency lines of communication. Connections between law enforcement and educators have provided security and a feeling of safety in these districts and universities.

Trainings and drills may be assisting in feeling safe in the schools. However, the challenges that these schools are facing must not be discounted. Challenges in recruiting, training, and retaining qualified personnel could hinder organizational capacity to handle an emergency. State policies that enhance training or financial support for counselors and law enforcement officers would be particularly welcomed by these participants. A significant challenge that should be addressed is communication across agencies, districts, and throughout communities. While these institutions have developed effective means of communicating with parents and students in emergencies, the challenges of maintaining updated contact information and engagement must be addressed. Institutions should identify ways to keep this information consistently and frequently updated (i.e., not once a year before the start of the new school year).

The challenge of dealing with media—especially social media—is a significant challenge for many schools, colleges, and universities. School safety is eroded by both threating posts and misleading posts that intentionally or unintentionally cause panic. The fact that what is posted on social media becomes "gospel", in the words of one school police chief, erodes the ability of school personnel and law enforcement to control a crisis and provide accurate, timely information. Additionally, the quick release of information between parents and students, via cellphones, has caused panic situations before a school has the opportunity to address a crisis. Research should identify ways that schools can control the flow of information and how to combat panic before it takes over the situations. Moreover, state agencies and centers should continue to offer and expand

public information officers and media engagement training along with guidance on how to develop policies around who has the authority to engage media outlets and the conditions under which they should release information. As noted in open-ended survey data, tabletop exercises and case studies offer active forms of training many educators prefer.

Interview data consisted of descriptions of various services districts and universities are providing to ensure that students feel safe and have access to counseling and victims' services. The largest challenge noted by participants was the ability to provide the services needed for all students given resource constraints and competing priorities. Today's educational leaders must make difficult decisions between funding and enhancing excellent services for students in light of other pressures on their institutions. Future funding should prioritize safety appropriately. Institutions are having difficulties making connections with outside agencies that provided additional resources for the schools, staff, and students. MOU agreements are working with the local law enforcement, it is recommended that schools and universities work to develop stronger MOU agreements and relationships.

Open-ended questions on survey data describe diverse perspectives on arming of teachers and staff, training needs, and desired support for counselors and mental health services. Two primary themes were prevalent across all questions and codes. First, educators want to engage in as much active, expert-led training on school and college/university safety as possible. A need for active exercises and simulations rather than lectures and videos was mentioned frequently by many survey participants. A second theme—supporting counselors and mental health services—was also prevalent throughout the open-ended survey data. Educators at both levels recognized the need to support students with enhanced mental health services. Reducing administrative burdens on counselors so as to allow for a focus on students' social and emotional needs was widely advocated by many participants. Open-ended survey data enhanced quantitative findings and vice versa. Future research should examine these data more deeply and look for patterns within subgroups.

Participants from Texas' rural schools and universities expressed concerns over the resource challenges their institutions face as well as efforts they lead to combat preparedness complacency (i.e., the belief that a crisis will not occur in their town). Additional challenges for rural institutions were a lack of resources, including outside counseling resources and the ability to hire, train, and retain school counselors and police officers. While filling counseling and police officer positions may be a challenge for all agencies, this challenge may be particularly poignant for rural institutions. It is difficult to change attitudes, but trainings on school safety issues along with the in-school safety drills could assist with teaching the community about why there is a need for school safety education. Incentive programs—such as loan forgiveness or salary enhancement programs—may also help increase the overall number of available counselors and police officers in school and university settings.

Overall, qualitative data demonstrated that these participants feel relatively safe and prepared for crises. While a few participants still feel concerned that are not ready to handle to a crisis situation, most believed trainings, police officers' efforts, and counseling resources have better prepared their organizations to handle a crisis. Governing agencies looking to support schools and university safety efforts must take into account the educators' and law enforcement

officers' prior crisis experiences and needs as they design the next generation of safety policies for Texas' schools, colleges, and universities.

Recommendations

With support from the Public Safety Office, the SHSU Center for Assessment, Research, and Educational Safety (CARES) provided a comprehensive statewide assessment of educators' needs pertaining to safety in schools, colleges, and universities in Texas. The hope was to collect sufficient data to inform the development of services to support educators' needs for years to come. With advice and evaluation from the Texas School Safety Center, CARES researchers accomplished this goal, establishing a healthy database to guide studies for years to come. Despite the COVID-19 pandemic occurring in the middle of data collection, no appreciable differences were noticed when examining data across the collection period. Therefore, CARES researchers and the TxSSC team have confidence that these data represent one of the state's most powerful tools for informing future policy developments.

This research was undertaken with the aim of informing how the state might support educators' needs in the future. A key facet of this needs assessment is its focus on both K-12 and higher education as well as 10 subpopulations of educators in both levels. Institutions from all educational service center regions, institutional types, and urbanicities were selected for inclusion in this study and participants from every type of school responded to the survey. The dataset from this study represents a robust depiction of Texas educator's needs that can be used to inform research and policy recommendations. Future research must be conducted and published to refine policies and practices in Texas and the United States.

CARES researchers offer the following recommendations to serve Texas' educators in our schools, colleges, and universities. Many of these recommendations could be enacted by the legislature, the Texas Education Agency, the Texas Higher Education Coordinating Board, Education Service Centers, or other agencies. First, the researchers provide a number of global recommendations noted in data from all educators. Next, the focus is on the recommendations for K-12 schools. Finally, recommendations for higher education settings are offered. In all areas, CARES welcome the opportunity to partner with any state agency to make these recommendations a reality and support school safety in Texas.

Recommendations for Overall Educators' Safety Needs

1. ***Develop models for educational training built upon active pedagogical strategies.*** Any state or regional agency hoping to support educators' safety needs would do well to incorporate active pedagogical and training presentation strategies. Participants in the present study widely recognized the need to make learning active and to engage in case studies or active tabletop exercises. The Texas School Safety Center, in partnership with the I Love You Guys Foundation, offers a Train-the-Trainers course aimed at helping presenters learn active presentation strategies. Resources from the Advanced Law Enforcement Rapid Response Training Institute have been developed and trainers are in

place to help educators learn how to speak about crisis events in a thought-provoking, engaging manner. Problem based learning and active scenario modeling are two pedagogical approaches that leaders may find useful in developing trainings for educators.

2. ***Design trainings around educators' roles in victim services.*** In addition to a general lack of familiarity with state resources for crisis response, educators expressed a lack of understanding of how recovery will proceed following a crisis. Many educators indicated they were prepared for what comes before and during a crisis but had little understanding of how to help students and their families after a crisis. Local law enforcement, Education Service Centers, and other agencies should implement trainings on educators' roles within the Incident Command System and victims' services. Such trainings over post-crisis services would be welcomed by educators in both K-12 and higher education settings.

3. ***Acknowledge the challenges of educating today's youth.*** CARES researchers heard story after story of educators facing difficult challenges from the elementary classroom to the college quad. Measures of hope were included in the instrument and levels of worry and hopelessness in the educators studied were relatively high. Qualitative data also echo this concern. Educators at both levels described several war stories they have from years of educating students and parents who pose threats to others around them. They also acknowledged a growing rift between teachers and administrators. On the one hand teachers perceived a lack of support from administrators in disciplining students. On the other, administrators face a number of competing values systems and pressures to keep schools safe and effective with fewer resources. Any services planned or implemented in the future must take into account these organizational contexts. Teacher and professor involvement in state resource development will be key. Legislators and agency directors should design policies and practices that support educators in the contemporary challenges they face. Policies reinforcing teachers/professors and administrators' authority in disciplining children and taking preventative action should be reviewed or developed.

4. ***Advocate for mental health resources for educational settings.*** Recovery and victims' services begin long before victims are traumatized by a crisis event. Access and regular use of mental health services builds resilient students and forms relationships between staff and students that are the foundation of prosocial, violence-prevention strategies. Texas lags behind other states in the ratio of school and university counseling directors to students. Moreover, a significant portion of respondents reported that counselors face a number of administrative pressures to respond to accountability mandates or academic advising matters. Legislators, the State Board of Educator Certification, and the Texas Education agency could establish formal credentials for test administrators apart from counselors. This would allow counselors to focus on the primary duties of student mental health and counseling. Mental health should be a top priority for state policy makers and educator preparation programs in coming years.

5. ***Work with Education Service Centers and university partners to refine educational leadership preparation in the state.*** Teachers and professors identified several challenges they experienced in working with administrators and a growing rift between instructors and administrators threatens the organizational balance needed to provide for safe and effective schools. Instructors at both the K-12 and higher education levels expressed concerns of perceived lack of support from administrators. Administrators wished instructors would understand the pressures they face in regard to accountability, finance, and decision making. Educators are not prepared to deal with many of the crises they face today. Therefore, innovations in university curricula and educator preparation programs are needed. Educator preparation programs must include elements of school safety, critical incident response and leadership, and crisis communication in their curricula to remain up to date with the pressures their alumni will face in today's educational settings. The State Board of Educator Certification, the TEA, and the THECB can partner with educator preparation programs to enhance these new offerings.

   Trainings also play a vital role in redefining educational leaders' approaches to securing schools and universities. Trainings offered by the TxSSC and regional Education Service Centers have ushered in a new level of expectations around school safety. Future trainings should also focus on leadership of safe schools and universities. Educators expressed less desire to participate in lectures on topics and a preference for active forms of learning. Retraining current and future administrative leaders on leadership for safe schools should be an important part of future training efforts.

6. ***Provide trainings for trauma-informed counseling and educator response for those crises that are most likely to occur within a region or institutional type.*** Educators in this study believed the active attacks, fires, windstorms, and the spread of infectious diseases were "Moderately Likely" to occur. At the state level, earthquakes, snowstorms, and hurricanes were "Moderately Unlikely" to occur in educators' estimations. However, these crises may have higher levels of occurrence in specific regions. Trainings for victims' services should be catered to the educators needs in specific regions and institutional types. Data in this report offer opportunities for policy makers to prioritize topics that could support a wide range of educators or for early implementation. Matching active training scenarios with the median likelihood statistics in the quantitative data section of this study will afford agencies the opportunity to cater trainings to educators' specific needs. Moreover, the CARES Center and other university-partners can host trainings on trauma informed counseling and educational leadership.

7. ***Include media and public information officer training in victim services trainings.*** Many excellent trainings are offered by the Texas School Safety Center, the Advanced Law Enforcement Rapid Response Training Institute, and the Law Enforcement Management Institute of Texas (LEMIT). Educators pointed to a number of specific stories and examples of social and traditional media firestorms that adversely affected institutional safety efforts and operations. Social media was widely despised by many educators for the numerous

problems it has created within schools, colleges, universities, and communities. However, the power of social media to inform educators and law enforcement of impending threats and to communicate in a proactive way was also recognized. Public Information Officer training for educational leaders and law enforcement should be a collaborative effort. CARES and LEMIT staff offer trainings and resources for educators hoping to learn more about communicating with the public, families, students, lawmakers, and media during a crisis. The legislature, TEA, and THECB can support these efforts by marketing this training to a wider population of educators.

8. ***Provide messaging and vision for restoring the relational aspects of education.*** One of the main reasons mental health concerns find their way into educational institutions is students—in particular young men—face stresses that require nuanced means of addressing these concerns (Cornell, 2018). In both K-12 and higher education settings, the benefits of developing strong, prosocial relationships with institutional staff cannot be understated. Strong relationships with educators have been shown to reduce violence, stabilize prosocial behavior, and improve student learning outcomes. Educators in this study expressed concerns over their capacity to develop deep relationships with students given a number of accountabilities, curricular, and administrative pressures on them. This concern was not relegated to one level of education over another. State policy makers and leaders can help schools by reinforcing that educators' primary purposes are to love students and help them grow. Other discourses—taxes, finance, assessment, or textbook content, for example—have dominated discussions in Austin. Often, educators view this focus on these important conversations as a lack of support for the elements of their jobs that give them much satisfaction. Such messages from legislators and policy makers need not exclude other priorities. However, many educators in this study believed relationships were key to solving current violence tendencies in schools, colleges, and universities. The researchers believe forming relationships with students can be a preventative factor in school violence. However, even in institutions where relationships are formed and strong, violence still occurs. In these instances, deep relationships with students are critical to serving the needs of victims following a crisis event. Therefore, state agencies should view investments in and advocacy for the development of relationships as investments in the crisis response and mental health infrastructure in the state. In speaking with constituents, elected officials—from school board and SBEC members, legislators, agency directors, and the Governor—can reinforce the message that relationships between educators and students are vital to safe schools and communities. Redefining educators' capacities and job responsibilities through deregulation to re-instill relational aspects of educators' roles is also an important goal for law makers to consider.

Recommendations for K-12 Educators' Safety Needs

In addition to the recommendations for all educators' needs, CARES researchers developed a series of recommendations for lawmakers and policy advocates focused solely on K-12 educators' needs. Data suggest a need to focus on supporting K-12 educators' needs in discipline, counseling, and post-critical incident response.

1. ***Develop partnerships with Education Service Centers, university partners, and agencies.*** Educators play a critical role in crisis prevention and response. Many K-12 participants expressed a desire to be more involved in safety trainings that meet their district's particular needs. Developing a training and response system that is not a "one-size-fits-all" model would allow for improved response and prevention efforts. Partnering with regional Education Service Centers would give state agencies the capacity to offer trainings and resources suited to schools' needs. Agencies such as the Texas School Safety Center, Advanced Law Enforcement Rapid Response Training Institute, the Law Enforcement Management Institute of Texas, and the Center for Assessment, Research, and Educational Safety would enhance each organization's capacity in schools and universities. At minimum, clear operating procedures and Memoranda of Understanding should be established between partnering groups to clarify each organization's role in a crisis and in training settings.

2. ***With educational partners, offer enhanced resources on discipline of students, mental health awareness, and victim services.*** Once partnerships are in place, educators would benefit from these sorts of trainings offered via Education Service Centers and university partners. Teachers and administrators expressed concerns about how to deal with the threat of legal action when disciplining students, supporting colleagues' decisions in discipline, identifying and referring students in crisis to mental health services, and what their role would be following a crisis event. Active trainings, case studies, and scenarios should be developed by researchers and offered in engaging, andragogicly-appropriate means. Educator preparation programs often teach educators about legal boundaries of leadership. These efforts should continue with renewed purpose focused on safety.

3. ***Introduce post-critical incident stress debriefings and after-action learning opportunities guided by LEMIT and CARES.*** Educators in Texas' schools worried about the safety of their schools. They also worried about being able to recuperate and heal following a crisis. Administrators recognized that school law enforcement and first responders face traumatic stress following crisis. However, many educators have not been trained in the methods of dealing with this trauma. Trauma informed counseling networks, critical incident stress debriefings, and after-action learning are all services that educators could benefit from that LEMIT and CARES could provide with partner support.

4. ***Offer research and guidance pertaining to how schools should staff law enforcement or collaborate with local agencies.*** Superintendents and school police chiefs expressed concerns that there were considerable differences of opinions about law enforcement's roles and authority on campus. For example, school police chiefs had a median response to "Somewhat Agreeing" with the statement that "administrators often ask law enforcement to enforce student codes of conduct." Law enforcement officers are responsible for enforcing laws per Texas Education Code and Penal Code. Intra-cultural differences between administrators and law enforcement hinder their capacity to serve students' safety needs. Additional resources and guidance to the TxSSC, LEMIT, CARES, and ALERRT

are needed for school police officers, superintendents, and school boards looking to structure their police force to improve safety.

5. ***Advocate for increased funding for schools to improve safety, mental health efforts, and research.*** The 86th Texas Legislative Session advanced many bills pertaining to school safety for consideration. Several of these could be reconsidered in future legislative sessions. Appropriations for schools to focus on safety and security should also take into account the new challenges brought on by COVID-19 and remote learning. Wherever possible, advocacy for post-critical incident services would support the state's capacity to respond to crises in schools. Legislative support for research initiatives should also be a priority. Such initiatives might represent of the best investments in Texas' schools.

6. ***Advocate for rural educators' needs through specialized services.*** Rural districts face unique challenges in attracting, retaining, and developing counselors, teachers, and law enforcement officers or partner agencies. Educators across the state are often asked to serve in multiple roles. Participants indicated that this is particularly true in rural districts. When significant policy or resource offering decisions are under development, consideration should be given to the unique needs and resource availability of rural districts. Legislators could offer enhancement dollars on top of standard financial support to aid rural districts in recruiting, retaining, and training personnel.

Recommendations for Higher Educators' Needs

Higher education institutions have implemented a number of safety developments and practices that have benefited institutions of higher learning considerably. The following recommendations enhance the overall concepts shared by educators in this study. Higher education professionals expressed a lack of familiarity with state services and resources. As mentioned in the overall recommendations, agencies marketing services to these educators could be a high impact practice. Higher education institutions can also learn from K-12 schools about ways in which they could improve threat assessment and victim services.

1. ***Provide additional financial support for university level mental health services.*** College and University mental health services are provided through unique models in the state of Texas. Some institutions employ entire offices and divisions of counseling services that can provide high levels of trauma-informed care. Others house staff whose primary responsibility is to address basic counseling needs and refer more complex situations to local mental health authorities. Certainly, all institutions can benefit from services offered by state agencies and local services. Higher education personnel expressed concerns that these services were often a challenge for students to access. Additional financial support through state subvention formulas for college- and university level mental health services would allow for a wider range of services that would enhance resilience and victims' services as they are needed.

2. ***Enhance university level educator preparation programs to include information about school safety and victim services in curricula and classes.*** Introducing future educators to the services and resources offered by the state can lead to new applications for school and university safety. Innovative curricular designs would enhance current offerings in higher education preparation programs. The THECB can partner with university and non-university educator preparation programs to teach future educators about safety concerns they will face and services available from the state. CARES and other university partners would welcome the opportunity to partner in this fashion.

3. ***Sustain university-led research in educational safety by establishing a Center for university-level safety research and training.*** The present study represents the largest assessment of educators' needs in the state's history. Sustained research on the topic is critical to preparing for current and future crises. CARES and other university level research centers are willing partners in research topics of importance to the Public Safety Office and other agencies. Such efforts could also inform how educators seek out financial assistance from the Public Safety Office. As the Governor's School and Firearm Safety Action Plan is implemented, research and evaluation on the impact of this plan will be needed. CARES researchers are ready and willing to serve the state through the production and dissemination of high-quality research. The TxSSC is an excellent source of research for safety. However, the TxSSC is legislatively funded to provide support to schools and junior colleges. No center or agency is funded to support university-level safety research and training. Data in this study suggest professors and higher education administrators need this level of support. In upcoming legislative session, Texas' lawmakers could prioritize this service to universities and community colleges by establishing permanent funding for the SHSU Center for Assessment, Research, and Educational Safety. By partnering with the TxSSC on this project, CARES and the entire Texas State University System have proven their strong capacity to sustain these efforts. Funding for a university-level research center would enhance the work the Texas State University System has already begun.

CARES researchers offer these broad recommendations as starting points in the process of supporting schools, colleges, and universities in their efforts to maintain safety. Further research is needed and will be developed in months ahead. Please visit the CARES website (www.shsu.edu/cares) for more information on research from these data.

Conclusion

Educators pour their heart and soul into students every day. Crisis events have significantly hindered their capacity to teach and help students grow. Fortunately, Texas has access to resources in the Texas School Safety Center, the Center for Assessment, Research, and Educational Safety, and other agencies to support educators' needs. By working with Education Service Centers and university partners, future trainings and support services can be enhanced. Educators must remain cognizant of emerging threats and experts across the state have the expertise and access to information needed to support these learning opportunities. A wider network of support can be

designed and supported in such a way that educators are included in conversations about safety and service to victims.

Once involved, educators desired active forms of learning and training over topics of pressing concern and relevance to them. The Texas School Safety Center, the Law Enforcement Management Institute of Texas, the Advanced Law Enforcement Rapid Response Training Institution, and the Center for Assessment, Research, and Educational Safety provide multiple trainings for various groups. However, there is a need to develop educators' skills in responding to modern crisis. Educator preparation program and university partners should be involved in the development of new training and curricular programs that highlight counseling, mental health, psychological theories, and victims' services. Such partnerships will be critical to future programs.

Finally, the need for continued research in school and university safety is apparent. The present study is the largest assessment of educators' safety needs in the history of the state. It serves as an excellent starting point. However, threats are constantly evolving and the need to sustain a focus on school and university safety is apparent. Additional research is needed to inform safety efforts of the future. Researchers at the Center for Assessment, Research, and Educational Safety are prepared to develop and disseminate high quality research on this topic and engage in future studies of importance to the state and nation.

Appendices

Appendix A: Results Tables

Appendix A: Results Tables

Table 3: K-12 **Teacher** Familiarity with Resources and Needs by Institution Type

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
I am familiar with resources offered by the Public Safety Office in the Office of the Governor.					
Median Response	Disagree	Disagree	Disagree	Disagree	Disagree
Average Deviation	1.16	1.01	0.92	0.93	1.02
Number (%) Responding	84 (81.6)	5,080 (86.6)	3,538 (84.5)	5,511 (80.9)	2,411 (82.6)
		*Chi-Square = 74.39 (df=20), p<.001***			
I am familiar with resources from state agencies that would be offered to our district following a crisis event.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.28	1.22	1.21	1.19	1.23
Number (%) Responding	85 (82.5)	5,084 (86.7)	3,542 (84.6)	5,513 (80.9)	2,411 (82.6)
		*Chi-Square = 84.39 (df=20), p<.001***			

Table 3: K-12 **Teacher** Familiarity with Resources and Needs by Institution Type

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Our district has all of the services needed to rebound from a crisis event locally.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.11	1.13	1.09	1.08	1.18
Number (%) Responding	82 (79.6)	5,056 (86.2)	3,516 (83.9)	5,460 (80.1)	2,397 (82.1)
		*Chi-Square = 114.40 (df=20), p<.001****			
Government agencies make it easy to stay up-to-date on safety laws.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.10	0.99	0.98	1.01	1.09
Number (%) Responding	82 (79.6)	5,044 (86.0)	3,507 (83.7)	5,429 (79.7)	2,381 (81.6)
		*Chi-Square = 102.79 (df=20), p<.001****			

Table 4: K-12 **School Counselor** Familiarity with Resources, Communication, and Needs by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
I am familiar with resources offered by the Public Safety Office in the Office of the Governor.				
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.14	1.08	1.16	1.19
Number (%) Responding	318 (83.9)	211 (79.0)	311 (82.9)	134 (86.5)
	Chi-Square = 12.68 (df 15), non-significant			
I am familiar with resources from state agencies that would be offered to our district following a crisis event.				
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.02	1.11	1.06	1.16
Number (%) Responding	319 (84.2)	212 (79.4)	312 (83.2)	135 (87.1)
	Chi-Square = 17.36 (df=15), non-significant			
Our district has all of the services needed to rebound from a crisis event locally.				
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.04	1.07	1.06	1.09
Number (%) Responding	318 (83.9)	211 (79.0)	311 (82.9)	134 (86.5)
	Chi-Square = 12.40 (df=15), non-significant			

Table 4: K-12 **School Counselor** Familiarity with Resources, Communication, and Needs by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
Government agencies make it easy to stay up-to-date on safety laws.				
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	0.96	0.89	0.99	1.00
Number (%) Responding	317 (83.6)	210 (78.7)	312 (83.2)	131 (84.5)
	Chi-Square = 18.87 (df=15), non-significant			

Table 5: K-12 **Principal** Familiarity with Resources, Communication, and Needs by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
Number (%) Responding	86 (93.5)	56 (83.6)	118 (86.8)	74 (82.2)
I am familiar with resources offered by the Public Safety Office in the Office of the Governor.				
Median Response	Somewhat Disagree/ Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.16	0.89	0.92	0.97
	Chi-Square = 20.74 (df 15), non-significant			
I am familiar with resources from state agencies that would be offered to our district following a crisis event.				
Median Response	Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	0.88	1.07	0.73	0.99
	*Chi Square = 31.88 (df=15), p<.01***			
I communicate with agencies that would respond to a crisis event in our district on a recurring basis.				
Median Response	Somewhat Disagree/ Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.16	0.89	0.92	0.97
	Chi Square = 20.74 (df=15), non-significant			
I communicate with agencies that would provide victims' services following a crisis event on a recurring basis.				
Median Response	Somewhat Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.12	1.05	1.05	1.24
	Chi Square =14.40 (df=15), non-significant			

Table 5: K-12 **Principal** Familiarity with Resources, Communication, and Needs by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
Our district has all of the services needed to rebound from a crisis event locally.				
Median Response	Somewhat Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.12	1.05	1.05	1.24
	Chi Square =14.41 (df=15), non-significant			
Government agencies make it easy to stay up-to-date on safety laws.				
Median Response	Somewhat Disagree	Somewhat Agree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.03	1.16	1.03	1.11
	Chi Square = 9.80 (df=15), non-significant			

Table 6: K-12 **District Level** Familiarity with Resources, Communication, and Needs

	Superintendents	Police Chiefs
Number (%) Responding	199 (85.0)	84 (89.4)
I am familiar with resources offered by the Public Safety Office in the Office of the Governor.		
Median Response	Somewhat Agree	Agree
Average Deviation	1.03	0.88
I am familiar with resources from state agencies that would be offered to our district following a crisis event.		
Median Response	Agree	Agree
Average Deviation	0.71	0.89
I communicate with agencies that would respond to a crisis event in our district on a recurring basis.		
Median Response	Agree	Agree
Average Deviation	0.73	0.59
I communicate with agencies that would provide victims' services following a crisis event on a recurring basis.		
Median Response	Somewhat Agree	Agree
Average Deviation	0.90	1.04
Our district has all of the services needed to rebound from a crisis event locally.		
Median Response	Somewhat Agree	Agree
Average Deviation	1.02	0.95

Table 6: K-12 **District Level** Familiarity with Resources, Communication, and Needs

	Superintendents	Police Chiefs
Government agencies make it easy to stay up-to-date on safety laws.		
Median Response	Somewhat Agree	N/A
Average Deviation	0.98	N/A

Note: N/A=The question was not asked to School Police Chiefs

Table 7: Higher Education **Professor** Familiarity with Resources, Communication, and Needs by Institution Type

	Community College	University
I am familiar with resources offered by the Public Safety Office in the Office of the Governor.		
Median Response	Disagree	Disagree
Average Deviation	1.02	1.01
Number (%) Responding	547 (89.1)	2,288 (85.6)
	Chi-Square = 0.59 (df=5), non-significant	
I am familiar with resources from state agencies that would be offered to our district following a crisis event.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.18	1.16
Number (%) Responding	544 (88.6)	2,284 (85.4)
	Chi-Square = 1.60 (df=5), non-significant	
Our institution has all of the services needed to rebound from a crisis event locally.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.11	1.06
Number (%) Responding	533 (86.8)	2,217 (82.9)
	Chi-Square = 4.09 (df=5), non-significant	
Government agencies make it easy to stay up-to-date on safety laws.		
Median Response	Somewhat Disagree	Somewhat Disagree

Table 7: Higher Education **Professor** Familiarity with Resources, Communication, and Needs by Institution Type

	Community College	University
Average Deviation	1.01	0.99
Number (%) Responding	538 (87.6)	2,225 (83.2)
	Chi-Square = 0.87 (df=5), non-significant	

Table 8: Higher Education **Administration** Familiarity with Resources, Communication, and Needs by Institution Type

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Number (%) Responding	18 (90.0)	10 (100.0)	10 (90.9)	8 (72.7)	19 (90.5)	11 (84.6)
I am familiar with resources offered by the Public Safety Office in the Office of the Governor.						
Median Response	Somewhat Disagree	Agree	Somewhat Agree	Agree	Agree	Agree
Average Deviation	1.00	0.90	0.90	0.75	1.00	0.36
I am familiar with resources from state agencies that would be offered to our district following a crisis event.						
Median Response	Somewhat Agree	Agree	Somewhat Agree/Agree	Agree	Agree	Agree
Average Deviation	1.00	0.70	0.80	0.50	0.89	0.54
I communicate with agencies that would respond to a crisis event in our district on a recurring basis.						
Median Response	Agree	Somewhat Agree	Somewhat Disagree	Somewhat Agree	Agree	Agree
Average Deviation	0.83	1.22	1.40	0.62	0.58	0.45

Table 8: Higher Education **Administration** Familiarity with Resources, Communication, and Needs by Institution Type

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Our district has all of the services needed to rebound from a crisis event locally.						
Median Response	Somewhat Agree	Somewhat Agree/Agree	Somewhat Disagree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	0.72	1.10	0.70	0.37	0.79	0.64
Government agencies make it easy to stay up-to-date on safety laws.						
Median Response	Somewhat Disagree/Agree	Somewhat Agree	Somewhat Agree	Somewhat Disagree	Somewhat Agree	Somewhat Agree
Average Deviation	0.89	1.00	1.00	0.75	1.05	0.64

Teachers: Responses to Crisis Event Safety Concerns & Training

Table 9: K-12 **Teacher** Concerns about School Safety Related to Crisis Events by Institution Type

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Safety is the most pressing concern for our school.					
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.25	1.20	1.20	1.22	1.28
Number (%) Responding	84 (81.6)	5,076 (86.6)	3,536 (84.4)	5,493 (80.6)	2,410 (82.6)
		*Chi-Square = 53.57 (df=20), p<.001***			
I worry about the safety of our schools.					
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.28	1.23	1.19	1.25	1.27
Number (%) Responding	82 (79.6)	5,075 (86.5)	3,527 (84.2)	5,481 (80.4)	2,400 (82.2)
		*Chi-Square = 102.40 (df=20), p<.001***			
There is no way to prevent an active attack on our schools.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.07	1.09	1.04	0.96	1.06
Number (%) Responding	83 (80.6)	5,070 (86.5)	3,517 (84.0)	5,487 (80.5)	2,409 (82.5)
		*Chi-Square = 155.03 (df=20), p<.001***			

Table 9: K-12 **Teacher** Concerns about School Safety Related to Crisis Events by Institution Type

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
There is no way to mitigate the effects of a natural disaster on our schools.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	0.83	0.98	0.99	0.95	1.01
Number (%) Responding	81 (78.6)	5,066 (86.4)	3,519 (84.0)	5,455 (80.1)	2,400 (82.2)
		*Chi-Square = 39.93 (df=20), p<.01***			
There are many ways to address crisis events.					
Median Response	Agree	Agree	Agree	Agree	Agree
Average Deviation	0.69	0.59	0.60	0.64	0.64
Number (%) Responding	83 (80.6)	5,066 (86.4)	3,513 (83.9)	5,465 (80.2)	2,403 (82.3)
		*Chi-Square = 121.94 (df=20), p<.001****			

Table 10: K-12 **Teacher** Responses to Safety & Training Related to Crisis Events by Institution Type

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
It is clear who is in charge of our school's response to a crisis event.					
Median Response	Somewhat Agree	Agree	Agree	Agree	Agree
Average Deviation	1.05	1.05	1.13	0.99	1.08
Number (%) Responding	85 (82.5)	5,093 (86.9)	3,548 (84.7)	5,520 (81.0)	2,423 (83.0)
		*Chi-Square = 70.41 (df=20), p<.001***			
I can identify a student with escalating safety concerns.					
Median Response	Agree	Agree	Agree	Agree	Agree
Average Deviation	0.81	0.79	0.70	0.71	0.74
Number (%) Responding	85 (82.5)	5,075 (86.5)	3,543 (84.6)	5,508 (80.8)	2,413 (82.7)
		*Chi-Square = 264.29 (df=20), p<.001***			
I have been trained how to respond to crisis events.					
Median Response	Somewhat Agree	Agree	Agree	Agree	Agree
Average Deviation	1.38	0.96	1.02	1.02	1.05
Number (%) Responding	84 (81.6)	5,088 (86.8)	3,548 (84.7)	5,512 (80.9)	2,420 (82.9)
		*Chi-Square = 59.96 (df=20), p<.001***			

Table 10: K-12 **Teacher** Responses to Safety & Training Related to Crisis Events by Institution Type

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
I have been trained to support students and families following a crisis event.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.42	1.25	1.25	1.25	1.31
Number (%) Responding	85 (82.5)	5,084 (86.7)	3,543 (84.6)	5,513 (80.9)	2,414 (82.7)
		*Chi-Square = 59.43 (df=20), p<.001***			

Professors: Responses to Crisis Event Safety Concerns & Training

Table 11: Higher Education **Professor** Concerns about School Safety Related to Crisis Events by Institution Type

	Community College	University
Safety is the most pressing concern for our institution.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.26	1.24
Number (%) Responding	545 (88.8)	2,258 (84.5)
	Chi-Square = 2.35 (df=5), non-significant	
I worry about the safety of our institution.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.24	1.20
Number (%) Responding	543 (88.4)	2,285 (85.5)
	Chi-Square = 7.25 (df=5), non-significant	
There is no way to prevent an active attack on our campus.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.24	1.23
Number (%) Responding	545 (88.8)	2,266 (84.8)
	Chi-Square = 4.69 (df=5), non-significant	

Table 11: Higher Education **Professor** Concerns about School Safety Related to Crisis Events by Institution Type

	Community College	University
There is no way to mitigate the effects of a natural disaster in our institution.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	0.99	0.99
Number (%) Responding	545 (88.8)	2,277 (85.2)
	Chi-Square = 3.99 (df=5), non-significant	
There are many ways to address crisis events.		
Median Response	Agree	Agree
Average Deviation	0.67	0.63
Number (%) Responding	540 (87.9)	2,269 (84.9)
	Chi-Square = 4.03 (df=5), non-significant	

Table 12: Higher Education **Professor** Responses to Safety & Training Related to Crisis Events by Institution Type

	Community College	University
It is clear who is in charge of our institution's response to a crisis event.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	1.13	1.11
Number (%) Responding	546 (88.9)	2,277 (85.2)
	Chi-Square = 7.05 (df=5), non-significant	
Our professors and staff can identify a student with escalating safety concerns.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	0.90	0.86
Number (%) Responding	544 (88.6)	2,282 (85.4)
	Chi-Square = 5.45 (df=5), non-significant	
Professors and staff have been trained how to respond to crisis events.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	1.18	1.19
Number (%) Responding	545 (88.8)	2,298 (86.0)
	Chi-Square = 7.47 (df=5), non-significant	

Table 12: Higher Education **Professor** Responses to Safety & Training Related to Crisis Events by Institution Type

	Community College	University
Professors and staff have been trained to support students and families following a crisis event.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.11	1.12
Number (%) Responding	542 (88.3)	2,287 (85.6)
	Chi-Square = 8.90 (df=5), non-significant	

Table 13: K-12 **Teacher** Respondents Perceived Likelihood of *Attacks* Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Average Number (%) Responding	77 (74.8)	4,596 (78.4)	3,164 (75.5)	4,905 (72.0)	2,128 (72.9)
Active Shooter					
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.88	0.96	0.91	0.96	0.99
		*Chi-Square = 179.46 (df=20), p<.001***			
Vehicular					
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.12	1.10	1.08	1.03	1.09
		*Chi-Square = 63.65 (df=20), p<.001***			
Knife/Stabbings					
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.79	0.98	0.97	1.09	1.09
		Chi-Square = 443.78 (df=20), p<.001			
Chemical Spill/Attack					
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Moderately Unlikely	Somewhat Unlikely
Average Deviation	1.01	1.15	1.17	1.17	1.17
		*Chi-Square = 73.29 (df=20), p<.001***			
Intentional Bomb/Explosion					
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.96	1.07	1.08	1.07	1.09
		*Chi-Square = 213.24 (df=20), p<.01***			

Table 13: K-12 **Teacher** Respondents Perceived Likelihood of *Attacks* Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Terrorist					
Median Response	Somewhat Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely
Average Deviation	0.99	1.13	1.16	1.13	1.14
		*Chi-Square = 42.94 (df=20), p<.01***			

Table 14: K-12 Teacher Respondents Perceived Likelihood of Natural Disasters Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Average Number (%) Responding	76 (73.8)	4,596 (78.4)	3,172 (75.7)	4,908 (72.0)	2,129 (72.9)
Wildfires					
Median Response	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely
Average Deviation	0.79	1.05	0.97	0.98	0.98
		Chi-Square = 31.04 (df=20), non-significant			
Earthquakes					
Median Response	Moderately Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely
Average Deviation	1.01	0.57	0.58	0.59	0.67
		Chi-Square = 48.32 (df=20), p<.001 ***			
Floods					
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Likely	Somewhat Likely	Somewhat Unlikely
Average Deviation	1.29	1.51	1.48	1.45	1.46
		Chi-Square = 48.72 (df=20), p<.001 ***			
Tornados/Wind Damage					
Median Response	Moderately Likely	Moderately Likely	Moderately Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.83	1.01	1.04	1.01	1.07
		*Chi-Square = 48.54 (df=20), p<.001***			

Table 14: K-12 Teacher Respondents Perceived Likelihood of Natural Disasters Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Hurricanes					
Median Response	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely
Average Deviation	1.41	1.73	1.79	1.73	1.63
		*Chi-Square = 43.54 (df=20), p<.01***			
Snow/Winter Storms					
Median Response	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely
Average Deviation	1.19	1.10	1.09	1.07	1.14
		*Chi-Square = 33.59 (df=20), p<.05**			

Table 15: K-12 **Teacher** Respondents Perceived Likelihood of *Other Crisis Events* Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Incidental Fires					
Average Number (%) Responding	77 (74.8)	4,590 (78.3)	3,166 (75.6)	4,904 (72.0)	2,122 (72.7)
Median Response	Somewhat Unlikely	Somewhat Likely	Somewhat Likely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.91	1.04	1.04	1.04	1.08
		*Chi-Square = 124.52 (df=20), p<.001***			
Intentional Fires/Arson					
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.78	1.07	1.06	1.03	1.11
		*Chi-Square = 341.12 (df=20), p<.001***			
Crisis Event in the Community (Not on Campus)					
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.83	0.96	0.93	0.94	0.95
		*Chi-Square = 34.64 (df=20), p<.05**			

Table 15: K-12 **Teacher** Respondents Perceived Likelihood of *Other Crisis Events* Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Spread of Infectious Disease					
Responses Before March 19, 2020					
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.79	0.95	0.95	0.97	0.99
Number (%) Responding	33 (75.0)	1,988 (74.0)	1,233 (68.6)	1,804 (64.4)	846 (66.3)
		Chi-Square =13.38 (df=20), non-significant			
Responses On/After March 19, 2020					
Median Response	Moderately Likely	Moderately Likely	Moderately Likely	Moderately Likely	Moderately Likely
Average Deviation	0.95	1.01	1.01	1.03	1.00
Number (%) Responding	43(72.9)	2,608 (82.1)	1,933 (80.8)	3,095 (77.1)	1,276 (77.7)
		Chi-Square =19.65 (df=20), non-significant			
Within Subgroup Before/After Chi-Square	19.07 (df=5)**	187.86 (df=5)***	123.97 (df=5)***	193.42 (df=5)***	69.37 (df=5)***

Table 16: K-12 **School Counselor** Respondents Perceived Likelihood of *Attacks* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Average Number (%) Responding	279 (73.6)	194 (72.7)	284 (75.7)	124 (80.0)
Active Shooter				
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.86	0.85	0.85	0.97
		*Chi-Square = 33.94 (df=15), p<.01***		
Vehicular				
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.99	1.01	1.07	1.04
		Chi-Square = 16.43 (df=15), non-significant		
Knife/Stabbings				
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.88	0.94	0.98	0.98
		*Chi-Square = 41.76 (df=15), p<.001****		
Chemical Spill/Attack				
Median Response	Somewhat Unlikely	Somewhat Unlikely	Moderately Unlikely	Somewhat Unlikely
Average Deviation	1.08	1.19	1.15	1.17
		Chi-Square = 14.07 (df=15), non-significant		
Intentional Bomb/Explosion				
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.04	1.06	0.95	1.00
		Chi-Square = 34.54 (df=20), p<.01		

Table 16: K-12 **School Counselor** Respondents Perceived Likelihood of *Attacks* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Terrorist				
Median Response	Somewhat Unlikely	Somewhat Unlikely	Moderately Unlikely	Somewhat Unlikely
Average Deviation	1.15	1.07	1.06	1.11
	Chi-Square = 12.13 (df=15), non-significant			

Table 17: K-12 **Principals** Perceived Likelihood of *Attacks* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Number (%) Responding	79 (85.9)	51 (76.1)	110 (80.9)	66 (73.3)
Active Shooter				
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	1.02	0.88	1.05	1.15
	Chi-Square = 16.91 (df=15), non-significant			
Vehicular				
Median Response	Moderately Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.08	1.08	0.97	1.15
	Chi-Square = 13.24 (df=15), non-significant			
Knife/Stabbings				
Median Response	Somewhat Unlikely	Somewhat Likely	Somewhat Unlikely	Somewhat Likely
Average Deviation	1.04	0.88	1.01	1.24
	Chi-Square = 15.24 (df=15), non-significant			
Chemical Spill/Attack				
Median Response	Somewhat Unlikely	Moderately Unlikely	Somewhat Unlikely	Moderately Unlikely
Average Deviation	1.23	1.00	1.10	1.30
	Chi-Square =14.04 (df=15), non-significant			
Intentional Bomb/Explosion				
Median Response	Moderately Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.97	1.11	0.88	1.20

Table 17: K-12 **Principals** Perceived Likelihood of *Attacks* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
	Chi-Square =21.51 (df=15), non-significant			
Terrorist				
Median Response	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely
Average Deviation	1.00	1.12	1.00	1.14
	Chi-Square =15.96 (df=15), non-significant			

Table 18: K-12 **District Level** Respondents Perceived Likelihood of *Attacks* Occurring in School

	Superintendents	Police Chiefs
Number (%) Responding	185 (79.1)	77 (81.9)
Active Shooter		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	0.91	0.87
Vehicular		
Median Response	Somewhat Unlikely	Somewhat Likely
Average Deviation	0.92	1.03
Knife/Stabbings		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	0.92	0.84
Chemical Spill/Attack		
Median Response	Somewhat Unlikely	Somewhat Likely
Average Deviation	1.15	0.88
Intentional Bomb/Explosion		
Median Response	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.95	1.04
Terrorist		
Median Response	Moderately Unlikely	Somewhat Unlikely
Average Deviation	1.04	1.04

Table 19: Higher Education **Professor** Perceived Likelihood of *Attacks* Occurring on Campus

	Community College	University
Active Shooter		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	1.02	0.99
Number (%) Responding	504 (82.1)	2,082 (77.9)
	Chi-Square = 3.32 (df=5), non-significant	
Vehicular		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	1.11	1.11
Number (%) Responding	504 (82.1)	2,070 (77.4)
	Chi-Square = 3.82 (df=5), non-significant	
Knife/Stabbings		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	0.97	0.96
Number (%) Responding	501 (81.6)	2,069 (77.4)
	*Chi-Square = 12.55 (df=5), p<.05**	
Chemical Spill/Attack		
Median Response	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.15	1.12
Number (%) Responding	504 (82.1)	2,067 (77.3)
	Chi-Square = 8.22 (df=5), non-significant	
Intentional Bomb/Explosion		
Median Response	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.10	1.09
Number (%) Responding	503 (81.9)	2,065 (77.3)
	Chi-Square = 9.21 (df=5), non-significant	

Table 19: Higher Education **Professor** Perceived Likelihood of *Attacks* Occurring on Campus

	Community College	University
Terrorist		
Median Response	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.19	1.17
Number (%) Responding	502 (81.8)	2,063 (77.2)
	Chi-Square = 4.65 (df=5), non-significant	

Table 20: Higher Education **Professor** Perceived Likelihood of *Natural Disasters* Occurring on Campus

	Community College	University
Average Number (%) Responding	504 (82.1)	2,084 (78.0)
Wildfires		
Median Response	Extremely Unlikely	Moderately Unlikely
Average Deviation	1.01	1.01
	Chi-Square = 4.06 (df=5), non-significant	
Earthquakes		
Median Response	Extremely Unlikely	Extremely Unlikely
Average Deviation	0.51	0.70
	*Chi-Square = 22.08 (df=5), p<.01***	
Floods		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	1.46	1.39
	*Chi-Square = 19.12 (df=5), p<.01***	
Tornados/Wind Damage		
Median Response	Moderately Likely	Moderately Likely
Average Deviation	1.04	0.99
	Chi-Square = 4.52 (df=5), non-significant	
Hurricanes		
Median Response	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.59	1.66
	Chi-Square = 5.53 (df=5), non-significant	
Snow/Winter Storms		
Median Response	Moderately Unlikely	Moderately Unlikely
Average Deviation	1.14	1.24
	Chi-Square = 5.57 (df=5), non-significant	

Table 21: Higher Education **Professor** Perceived Likelihood of *Other Crisis Events* Occurring on Campus

	Community College	University
Incidental Fires		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	0.97	0.94
Number (%) Responding	504 (82.1)	2,067 (77.3)
	Chi-Square = 3.29 (df=5), non-significant	
Intentional Fires/Arson		
Median Response	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.02	1.02
Number (%) Responding	499 (81.3)	2,058 (77.0)
	Chi-Square = 2.05 (df=5), non-significant	
Crisis Event in the Community (Not on Campus)		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	0.93	0.92
Number (%) Responding	502 (81.8)	2,058 (77.0)
	Chi-Square = 4.39 (df=5), non-significant	

Table 21: Higher Education **Professor** Perceived Likelihood of *Other Crisis Events* Occurring on Campus

	Community College	University
Spread of Infectious Disease		
Responses Before March 19, 2020		
Median Response	Moderately Likely	Moderately Likely
Average Deviation	1.04	0.97
Number (%) Responding	396 (82.2)	1,924 (77.5)
	Chi-Square = 8.73 (df=5), non-significant	
Responses On/After March 19, 2020		
Median Response	Moderately Likely	Moderately Likely
Average Deviation	0.95	1.02
Number (%) Responding	74 (78.7)	123 (82.0)
	Chi-Square = 4.92 (df=5), non-significant	
Within Subgroup Before/After Chi-Square	8.41 (df=5), non-significant	9.54 (df=5), non-significant

Table 22: Higher Education **Administration** Respondents Perceived Likelihood of *Attacks* Occurring on Campus

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Number (%) Responding	15 (75.0)	9 (90.0)	10 (90.9)	8 (72.7)	18 (85.7)	11 (84.6)
Active Shooter						
Median Response	Somewhat Likely	Somewhat Likely	Somewhat/ Moderately Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.67	0.56	1.30	0.75	1.00	0.64
Vehicular						
Median Response	Somewhat Likely	Somewhat Unlikely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.60	0.67	0.90	0.75	1.00	0.91
Knife/Stabbings						
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.87	0.56	0.70	0.62	0.83	0.64
Chemical Spill/Attacks						
Median Response	Somewhat Unlikely	Somewhat Likely	Somewhat Likely	Somewhat/ Moderately Likely	Somewhat Likely	Somewhat Likely
Average Deviation	1.13	0.56	1.40	0.87	0.89	0.91

Table 22: Higher Education **Administration** Respondents Perceived Likelihood of *Attacks* Occurring on Campus

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Intentional Bomb/Explosion						
Median Response	Somewhat Likely	Somewhat Unlikely	Somewhat Unlikely/ Likely	Somewhat Unlikely	Somewhat Likely	Somewhat Unlikely
Average Deviation	0.80	0.55	1.20	1.00	1.17	0.82
Terrorist						
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.93	0.67	1.30	0.75	1.35	0.82

Table 23: K-12 **Teacher** *Support* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
I support allowing teachers or staff members to be armed with firearms while working.					
Yes (%)	37 (50.0)	2,289 (53.5)	1,522 (52.3)	2,196 (50.2)	964 (49.3)
No (%)	37 (50.0)	1,988 (46.5)	1,388 (47.7)	2,180 (49.8)	990 (50.7)
Responding Number (%)	74 (71.8)	4,277 (72.9)	2,910 (69.5)	4,376 (64.2)	1,954 (66.9)
		*Chi-Square=14.48 (df=3), p<.01***			
For those who support allowing teachers/staff members to be armed while work…					
A license to carry is the only training that should be required to arm teachers.					
Median Response	Disagree	Disagree	Disagree	Disagree	Disagree
Average Deviation	1.00	1.09	1.10	1.08	1.15
		*Chi-Square= 33.90 (df=20), p<.05**			
Superintendents should have sole authority to determine who can carry a firearm on their campus.					
Median Response	Disagree	Disagree	Disagree	Disagree	Somewhat Disagree
Average Deviation	1.17	1.30	1.15	1.10	1.25
		*Chi-Square=74.14 (df=20), p<.001****			

Table 23: K-12 **Teacher** *Support* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
I support the School Marshal Program.					
Median Response	Agree	Agree	Agree	Agree	Agree
Average Deviation	0.77	0.69	0.67	0.68	0.70
		Chi-Square=30.21 (df=15), non-significant			
I support the School Guardianship Program.					
Median Response	Agree	Agree	Agree	Agree	Agree
Average Deviation	0.68	0.75	0.75	0.76	0.76
		*Chi-Square=43.74 (df=15), p<.01***			

Table 23: K-12 **Teacher** *Support* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
I support allowing teachers or staff members to be armed with firearms while working.					
Yes (%)	37 (50.0)	2,289 (53.5)	1,522 (52.3)	2,196 (50.2)	964 (49.3)
No (%)	37 (50.0)	1,988 (46.5)	1,388 (47.7)	2,180 (49.8)	990 (50.7)
Responding Number (%)	74 (71.8)	4,277 (72.9)	2,910 (69.5)	4,376 (64.2)	1,954 (66.9)
		*Chi-Square=14.48 (df=3), p<.01***			
For those who support allowing teachers/staff members to be armed while work…					
A license to carry is the only training that should be required to arm teachers.					
Median Response	Disagree	Disagree	Disagree	Disagree	Disagree
Average Deviation	1.00	1.09	1.10	1.08	1.15
		*Chi-Square= 33.90 (df=20), p<.05**			
Superintendents should have sole authority to determine who can carry a firearm on their campus.					
Median Response	Disagree	Disagree	Disagree	Disagree	Somewhat Disagree
Average Deviation	1.17	1.30	1.15	1.10	1.25
		*Chi-Square=74.14 (df=20), p<.001****			

Table 23: K-12 **Teacher** *Support* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
I support the School Marshal Program.					
Median Response	Agree	Agree	Agree	Agree	Agree
Average Deviation	0.77	0.69	0.67	0.68	0.70
		Chi-Square=30.21 (df=15), non-significant			
I support the School Guardianship Program.					
Median Response	Agree	Agree	Agree	Agree	Agree
Average Deviation	0.68	0.75	0.75	0.76	0.76
		*Chi-Square=43.74 (df=15), p<.01***			

Table 24: K-12 **Teacher** *General Perceptions* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Avg. Number of Respondents (%)	77 (74.8)	4,495 (76.7)	3,091 (73.8)	4,759 (69.8)	2,070 (70.9)
A majority of teachers in my district would like to carry firearms in school.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.05	1.07	1.08	1.08	1.14
		*Chi-Square = 78.28 (df=20), p<.001***			
There are instructional or administrative staff I would trust with carrying a firearm on campus.					
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.54	1.42	1.38	1.39	1.49
		Chi-Square = 155.27 (df=20), p<.001 ***			
I support allowing teachers to carry firearms on campus.					
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.71	1.67	1.58	1.54	1.64
		Chi-Square = 121.12 (df=20), p<.001 ***			

Table 24: K-12 **Teacher** *General Perceptions* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Every campus should have an armed presence of some sort (i.e. police officers, staff, volunteers, etc.).					
Median Response	Agree	Strongly Agree	Strongly Agree	Agree	Agree
Average Deviation	1.01	0.88	0.94	1.13	1.14
		Chi-Square = 468.30 (df=20), p<.001***			

Table 25: K-12 **Teacher** *Perceived Advantages & Disadvantages* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Avg. Number of Respondents (%)	76 (73.8)	4,487 (76.5)	3,081 (73.5)	4,748 (69.7)	2,062 (70.6)
Arming teachers or staff will deter a shooter from committing an active attack.					
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.43	1.57	1.51	1.45	1.53
		*Chi-Square = 91.67 (df=20), p<.001***			
Arming teachers or staff will reduce the time it takes to respond to an active attacker.					
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.39	1.44	1.37	1.36	1.44
		Chi-Square = 102.75 (df=20), p<.001 ***			
Arming teachers or staff will have an adverse effect on the learning environment of our schools.					
Median Response	Somewhat Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Agree
Average Deviation	1.45	1.52	1.47	1.36	1.51
		Chi-Square = 104.39 (df=20),p<.001 ***			
If armed, it is likely that a teacher will be overpowered and have his/her gun used in an active attack.					
Median Response	Somewhat Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.17	1.24	1.17	1.12	1.24
		*Chi-Square = 70.07 (df=20), p<.001****			

Table 25: K-12 **Teacher** *Perceived Advantages & Disadvantages* for Arming Teachers/Staff

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Arming teachers or staff will make it difficult for law enforcement officers and first responders to identify actual shooters.					
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.27	1.36	1.29	1.20	1.34
		*Chi-Square = 94.00 (df=20), p<.001***			
Arming teachers or staff could increase workplace violence between teachers/staff.					
Median Response	Somewhat Disagree	Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.37	1.41	1.38	1.31	1.42
		*Chi-Square = 96.03 (df=20), p<.001***			

Table 26: K-12 **School Counselor** *Support* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
I support allowing teachers or staff members to be armed with firearms while working.				
Yes (%)	142 (54.4)	78 (43.6)	104 (39.4)	47 (40.5)
No (%)	119 (45.6)	101 (56.4)	160 (60.6)	69 (59.5)
Responding Number (%)	261 (68.9)	179 (67.0)	264 (70.4)	116 (74.8)
	*Chi-Square=13.74 (df=3), p<.01***			
For those who support allowing teachers/staff members to be armed while work…..				
A license to carry is the only training that should be required to arm teachers.				
Median Response	Disagree	Disagree	Disagree	Disagree
Average Deviation	1.07	0.97	0.86	0.89
	Chi-Square= 19.65 (df=15), non-significant			
Superintendents should have sole authority to determine who can carry a firearm on their campus.				
Median Response	Somewhat Disagree	Disagree	Disagree	Somewhat Disagree
Average Deviation	1.26	1.18	1.19	1.21
	Chi-Square=11.90 (df=15), non-significant			
I support the School Marshal Program.				
Median Response	Agree	Agree	Agree	Strongly Agree
Average Deviation	0.70	0.72	0.56	0.74
	Chi-Square=13.42 (df=15), non-significant			

Table 26: K-12 **School Counselor** *Support* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
I support the School Guardianship Program.				
Median Response	Agree	Agree	Agree	Agree
Average Deviation	0.81	0.82	0.86	0.91
	Chi-Square=8.86 (df=15), non-significant			

Table 27: K-12 **Principal** *Support* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
I support allowing teachers or staff members to be armed with firearms while working.				
Yes (%)	47 (62.7)	24 (51.1)	41 (42.3)	29 (43.9)
No (%)	28 (37.3)	23 (48.9)	56 (57.7)	37 (56.1)
Responding Number (%)	75 (81.5)	47 (70.1)	97 (71.3)	66 (73.3)
		*Chi-Square=8.09 (df=3), p<.05**		
For those who support allowing teachers/staff members to be armed while work….				
A license to carry is the only training that should be required to arm teachers.				
Median Response	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
Average Deviation	0.00	0.00	0.00	0.00
		Chi-Square= Not Applicable		
Superintendents should have sole authority to determine who can carry a firearm on their campus.				
Median Response	Disagree	Disagree	Disagree	Disagree
Average Deviation	0.96	0.92	0.88	1.03
		Chi-Square=20.40 (df=15), non-significant		

Table 27: K-12 **Principal** *Support* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
I support the School Marshal Program.				
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Disagree	Somewhat Agree
Average Deviation	1.67	1.50	1.46	1.17
	Chi-Square=19.44 (df=15), non-significant			
I support the School Guardianship Program.				
Median Response	Strongly Agree	Agree	Agree	Agree
Average Deviation	0.63	0.67	0.66	0.69
	Chi-Square=13.90 (df=15), non-significant			

Table 28: K-12 **District Level** *Support* for Arming Teachers/Staff

	Superintendents	Police Chiefs
I support allowing teachers or staff members to be armed with firearms while working.		
Yes (%)	101 (56.1)	31 (40.8)
No (%)	79 (43.9)	45 (59.2)
Total Number (%)	180 (76.9)	76 (80.9)
For those who support allowing teachers/staff members to be armed while work….		
A license to carry is the only training that should be required to arm teachers.		
Median Response	Disagree	Strongly Disagree
Average Deviation	0.79	0.58
Superintendents should have sole authority to determine who can carry a firearm on their campus.		
Median Response	Somewhat Agree	Disagree
Average Deviation	1.45	1.43
I support the School Marshal Program.		
Median Response	Agree	Agree
Average Deviation	0.95	0.87
I support the School Guardianship Program.		
Median Response	Agree	Agree/Strongly Agree
Average Deviation	0.72	0.73

Table 29: Higher Education **Professor** *Support* for Arming Professors/Staff by Institution Type

	Community College	University
I support allowing faculty or staff members to be armed with firearms while working.		
Yes (%)	219 (44.9)	728 (35.9)
No (%)	269 (55.1)	1,302 (64.1)
Responding Number (%)	488 (79.5)	2,030 (75.9)
	*Chi-Square = 13.63 (df=1), p<.001***	
For those who support allowing faculty/staff members to be armed while work…..		
A license to carry is the only training that should be required to arm professors.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.47	1.44
	Chi-Square = 2.20 (df=5), non-significant	
College/University Presidents should have sole authority to determine who can carry a firearm on their campus.		
Median Response	Disagree	Disagree
Average Deviation	1.21	1.04
	Chi-Square = 10.29 (df=5), non-significant	

Table 30: Higher Education **Professor** *General Perceptions* for Arming Professors/Staff & the 2015 Campus Carry Law (HB 11)

	Community College	University
Average Number (%) Responding	499 (81.3)	2,046 (76.5)
A majority of professors and staff on my campus carry firearms to work.		
Median Response	Disagree	Disagree
Average Deviation	1.13	1.00
	Chi-Square=10.82 (df=5), non-significant	
There are professors or staff I would trust with carrying a firearm on campus.		
Median Response	Somewhat Agree	Somewhat Disagree
Average Deviation	1.64	1.60
	*Chi-Square=23.03 (df=5), p<.001***	
I support allowing professors and staff to carry firearms on campus.		
Median Response	Somewhat Disagree	Disagree
Average Deviation	1.84	1.60
	*Chi-Square=21.22 (df=5), p<.01**	
Every campus should have an armed presence of some sort (i.e., police officers, staff, volunteers, etc.).		
Median Response	Agree	Agree
Average Deviation	1.08	1.23
	*Chi-Square=28.98 (df=5), p<.001***	

Table 30: Higher Education **Professor** *General Perceptions* for Arming Professors/Staff & the 2015 Campus Carry Law (HB 11)

	Community College	University
The 2015 "Campus Carry Law" (HB 11) has had no effect on campus safety.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	1.33	1.21
	Chi-Square=5.44 (df=5), non-significant	
Implementation of the Campus Carry Law (HB 11, 2015) has been uneventful.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	1.13	1.05
	Chi-Square=6.68 (df=5), non-significant	

Table 31: Higher Education **Professor** *Perceived Advantages and Disadvantages* for Arming Professors/Staff

	Community College	University
Average Number (%) Responding	499 (81.3)	2,064 (77.2)
Armed professors or staff will deter a shooter from committing an active attack.		
Median Response	Disagree	Disagree
Average Deviation	1.59	1.37
	*Chi-Square=17.33 (df=5) ,p<.01**	
Armed faculty or staff will reduce the time it takes to respond to an active attacker.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.70	1.59
	*Chi-Square=19.63 (df=5), p<.01***	
Armed professors/staff have had an adverse effect on the learning environment of our institution.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	1.71	1.56
	*Chi-Square=14.06 (df=5), p<.01**	
An armed professor/staff member could be overpowered and have his/her gun used in an active attack.		
Median Response	Somewhat Disagree	Somewhat Agree
Average Deviation	1.35	1.24
	Chi-Square=9.01 (df=5), non-significant	

Table 31: Higher Education **Professor** *Perceived Advantages and Disadvantages* for Arming Professors/Staff

	Community College	University
Armed professors/staff will make it difficult for LEOs/first responders to identify shooters.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	1.47	1.35
	*Chi-Square=17.65 (df=5), p<.01***	
Armed professors/staff could increase workplace violence between professors/staff.		
Median Response	Somewhat Disagree	Somewhat Agree
Average Deviation	1.52	1.47
	*Chi-Square=20.20 (df=5), p<.01***	

Table 32: Higher Education **Administration** *Support* for Arming Professors/Staff

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
I support allowing teachers or staff members to be armed with firearms while working.						
Yes (%)	10 (66.7)	1 (14.3)	9 (90.0)	2 (28.6)	17 (94.4)	9 (81.8)
No (%)	5 (33.3)	6 (85.7)	1 (10.0)	5 (71.4)	1 (5.6)	2 (18.2)
Responding Number (%)	15 (75.0)	7 (70.0)	10 (90.9)	7 (63.6)	18 (85.7)	11 (84.6)
For those who support allowing teachers/staff members to be armed while work…..						
A license to carry is the only training that should be required to arm professors.						
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Agree	Disagree	Somewhat Disagree
Average Deviation	1.20	N/A	1.33	0.00	0.94	1.00
College/University Presidents should have sole authority to determine who can carry a firearm on their campus.						
Median Response	Disagree	-----	Disagree	Strongly Disagree/ Disagree	Disagree	Disagree
Average Deviation	0.78	-----	1.22	0.50	0.88	0.78

Table 34: K-12 **School Counselor** Concerns about School Safety Related to Crisis Events by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
Safety is the most pressing concern for our school.				
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.04	1.14	1.24	1.09
Number (%) Responding	318 (83.9)	211 (79.0)	314 (83.7)	134 (86.5)
	Chi-Square = 19.62 (df 15), non-significant			
I worry about the safety of our schools.				
Median Response	Somewhat Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.11	1.22	1.10	1.17
Number (%) Responding	319 (84.2)	210 (78.7)	314 (83.7)	133 (85.8)
	Chi-Square = 40.28 (df=15), p<.001***			
There is no way to prevent an active attack on our schools.				
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	0.91	0.81	0.87	0.90
Number (%) Responding	316 (83.4)	211 (79.0)	309 (82.4)	134 (86.5)
	Chi-Square = 17.63 (df=15), non-significant			
There is no way to mitigate the effects of a natural disaster on our schools.				
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	0.85	0.81	0.91	0.85
Number (%) Responding	317 (83.6)	210 (78.7)	307 (81.9)	133 (85.8)
	Chi-Square = 14.94 (df=15), non-significant			

Table 34: K-12 **School Counselor** Concerns about School Safety Related to Crisis Events by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
There are many ways to address crisis events.				
Median Response	Agree	Agree	Agree	Agree
Average Deviation	0.49	0.61	0.61	0.62
Number (%) Responding	314 (82.8)	211 (79.0)	312 (83.2)	133 (85.8)
	Chi-Square = 19.65 (df=15), non-significant			

Table 35: K-12 **School Counselor** Responses to Safety & Training Related to Crisis Events by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
It is clear who is in charge of our school's response to a crisis event.				
Median Response	Agree	Agree	Agree	Agree
Average Deviation	0.96	0.86	0.78	0.92
Number (%) Responding	320 (84.4)	211 (79.0)	313 (83.5)	135 (87.1)
	Chi-Square = 24.39 (df=15), non-significant			
I can identify a student with escalating safety concerns.				
Median Response	Agree	Agree	Agree	Agree
Average Deviation	0.59	0.54	0.54	0.63
Number (%) Responding	319 (84.2)	211 (79.0)	312 (83.2)	135 (87.1)
	Chi-Square = 23.85 (df=15), non-significant			
I have been trained how to respond to crisis events.				
Median Response	Agree	Agree	Agree	Agree
Average Deviation	0.78	0.70	0.63	0.81
Number (%) Responding	319 (84.2)	212 (79.4)	314 (83.7)	135 (87.1)
	Chi-Square = 24.86 (df=15), non-significant			

Table 35: K-12 **School Counselor** Responses to Safety & Training Related to Crisis Events by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
I have been trained to support students and families following a crisis event.				
Median Response	Agree	Agree	Agree	Agree
Average Deviation	0.75	0.73	0.75	0.93
Number (%) Responding	319 (84.2)	212 (79.4)	311 (82.9)	135 (87.1)
	Chi-Square = 17.14 (df=15), non-significant			

Principals: Responses to Crisis Event Safety Concerns & Training

Table 36: K-12 **Principal** Concerns about School Safety Related to Crisis Events by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
Number (%) Responding	86 (93.5)	56 (83.6)	118 (86.8)	74 (82.2)
Safety is the most pressing concern for our school.				
Median Response	Agree	Agree	Agree	Agree
Average Deviation	0.99	0.77	1.01	1.07
	Chi-Square = 12.57 (df=15), non-significant			
I worry about the safety of our schools.				
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.18	1.12	1.28	1.39
	Chi-Square = 20.93 (df=15), non-significant			
There is no way to prevent an active attack on our schools.				
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.12	0.94	0.96	1.07
	Chi-Square = 12.37 (df=15), non-significant			
There is no way to mitigate the effects of a natural disaster on our schools.				
Median Response	Somewhat Disagree	Somewhat Agree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.02	1.00	0.88	1.01
	Chi-Square =23.48 (df=15), non-significant			

Table 36: K-12 **Principal** Concerns about School Safety Related to Crisis Events by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
There are many ways to address crisis events.				
Median Response	Agree	Agree	Agree	Agree
Average Deviation	0.65	0.59	0.50	0.57
	Chi-Square =23.60 (df=15), non-significant			

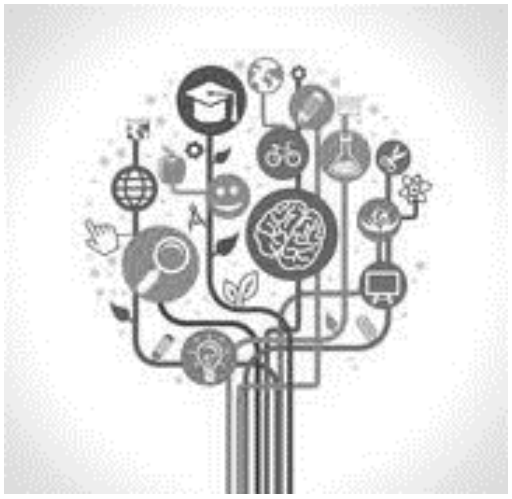


Table 37: K-12 **Principal** Responses to Safety & Training Related to Crisis Events by Institution Type

	High School	Middle/Int. School	Elementary School	Special Setting
Number (%) Responding	86 (93.5)	56 (83.6)	118 (86.8)	74 (82.2)
It is clear who is in charge of our school's response to a crisis event.				
Median Response	Strongly Agree	Agree	Agree	Agree
Average Deviation	0.51	0.61	0.69	0.79
	Chi-Square = 17.06 (df=15), non-significant			
Our teachers and staff can identify a student with escalating safety concerns.				
Median Response	Agree	Agree	Agree	Agree
Average Deviation	0.56	0.52	0.66	0.59
	Chi-Square = 9.97 (df=15), non-significant			
Teachers and staff have been trained how to respond to crisis events.				
Median Response	Agree	Agree	Agree	Agree
Average Deviation	0.58	0.64	0.66	0.72
	Chi-Square =20.48 (df=15), non-significant			
Teachers and staff have been trained to support students and families following a crisis event.				
Median Response	Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	0.88	0.87	0.85	0.88
	Chi-Square =14.10 (df=15), non-significant			

District Administration: Responses to Crisis Event Safety Concerns & Training

Table 38: K-12 **District Level** Concerns about School Safety Related to Crisis Events.

	Superintendents	Police Chiefs
Safety is the most pressing concern for our district.		
Median Response	Agree	Agree
Average Deviation	0.99	0.95
Number (%) Responding	201 (85.9)	84 (89.4)
I worry about the safety of our schools.		
Median Response	Somewhat Agree	Agree
Average Deviation	1.09	1.11
Number (%) Responding	201 (85.9)	84 (89.4)
There is no way to prevent an active attack on our schools.		
Median Response	Somewhat Disagree	Somewhat Agree
Average Deviation	1.06	1.23
Number (%) Responding	199 (85.0)	83 (88.3)
There is no way to mitigate the effects of a natural disaster on our schools.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	0.98	1.14
Number (%) Responding	200 (85.5)	84 (89.4)
There are many ways to address crisis events.		
Median Response	Agree	Agree
Average Deviation	0.55	0.44
Number (%) Responding	199 (85.0)	84 (89.4)

Table 39: K-12 **District Level** Responses to Safety & Training Related to Crisis Events

	Superintendents	Police Chiefs
It is clear who is in charge of our district's response to a crisis event.		
Median Response	Agree	Agree
Average Deviation	0.56	0.59
Number (%) Responding	201 (85.9)	84 (89.4)
Our teachers/staff/officers can identify a student with escalating safety concerns.		
Median Response	Agree	Agree
Average Deviation	0.55	0.54
Number (%) Responding	200 (85.9)	84 (89.4)
Teachers and staff have been trained how to respond to crisis events.		
Median Response	Agree	Agree
Average Deviation	0.51	0.63
Number (%) Responding	198 (84.6)	84 (89.4)
Teachers and staff have been trained to support students and families following a crisis event.		
Median Response	Somewhat Agree	Agree
Average Deviation	0.76	0.79
Number (%) Responding	200 (85.5)	84 (89.4)

Table 40: Higher Education **Administration** Concerns about School Safety Related to Crisis Events by Institution Type

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Number (%) Responding	18 (90.0)	10 (100.0)	10 (90.9)	8 (72.7)	19 (90.5)	11 (84.6)
Safety is the most pressing concern for our institution.						
Median Response	Agree	Somewhat Agree	Agree	Agree/ Strongly Agree	Somewhat Agree	Agree
Average Deviation	1.11	1.00	1.40	1.00	1.26	0.91
I worry about the safety of our institution.						
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Disagree	Somewhat Agree	Somewhat Agree
Average Deviation	0.61	1.00	1.44	1.00	1.00	1.09
There is no way to prevent an active attack on our campus.						
Median Response	Somewhat Agree	Somewhat Agree/Agree	Somewhat Disagree	Somewhat Agree	Somewhat Disagree	Somewhat Agree
Average Deviation	1.22	1.20	0.90	0.75	1.21	0.91

Table 40: Higher Education **Administration** Concerns about School Safety Related to Crisis Events by Institution Type

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
There is no way to mitigate the effects of a natural disaster in our institution.						
Median Response	Somewhat Disagree	Disagree	Somewhat Disagree	Disagree/ Somewhat Disagree	Somewhat Disagree	Disagree
Average Deviation	0.78	0.60	0.70	1.37	0.79	0.73
There are many ways to address crisis events.						
Median Response	Agree	Agree	Agree	Agree	Agree	Agree
Average Deviation	0.65	0.40	0.70	0.50	0.47	0.27

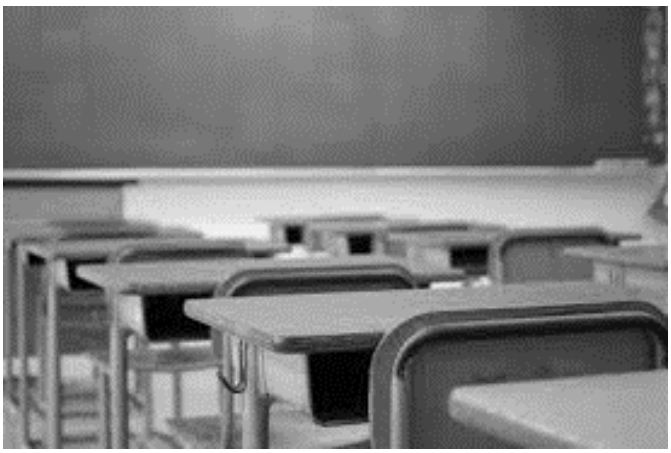


Table 41: Higher Education **Administration** Responses to Safety & Training Related to Crisis Events by Institution Type

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Number (%) Responding	18 (90.0)	10 (100.0)	10 (90.9)	8 (72.7)	19 (90.5)	11 (84.6)
It is clear who is in charge of our institution's response to a crisis event.						
Median Response	Agree	Agree	Agree	Agree	Agree	Agree
Average Deviation	0.39	0.50	0.90	0.56	0.74	0.73
Our (professors/staff; officers) can identify a student with escalating safety concerns.						
Median Response	Somewhat Agree	Somewhat Agree	Agree	Agree	Agree	Strongly Agree
Average Deviation	0.66	0.67	0.87	0.41	0.58	0.73
Professors and staff have been trained how to respond to crisis events.						
Median Response	Agree	Somewhat Agree	Somewhat Agree	Agree	Somewhat Agree	Somewhat Agree
Average Deviation	0.44	0.10	0.40	0.13	0.74	1.00

Table 41: Higher Education **Administration** Responses to Safety & Training Related to Crisis Events by Institution Type

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Professors and staff have been trained to support students and families following a crisis event.						
Median Response	Agree	Somewhat Agree	Somewhat Disagree/Agree	Somewhat Agree/Agree	Somewhat Agree	Somewhat Agree
Average Deviation	0.72	0.30	1.00	0.50	0.95	0.82

Teachers: Responses to Perceived Likelihood of Crisis Events Occurring

Table 42: K-12 **Teacher** Respondents Perceived Likelihood of *Natural Disasters* Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Average Number (%) Responding	76 (73.8)	4,596 (78.4)	3,172 (75.7)	4,908 (72.0)	2,129 (72.9)
Wildfires					
Median Response	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely
Average Deviation	0.79	1.05	0.97	0.98	0.98
		Chi-Square = 31.04 (df=20), non-significant			
Earthquakes					
Median Response	Moderately Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely
Average Deviation	1.01	0.57	0.58	0.59	0.67
		Chi-Square = 48.32 (df=20), p<.001 ***			
Floods					
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Likely	Somewhat Likely	Somewhat Unlikely
Average Deviation	1.29	1.51	1.48	1.45	1.46
		Chi-Square = 48.72 (df=20), p<.001 ***			
Tornados/Wind Damage					
Median Response	Moderately Likely	Moderately Likely	Moderately Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.83	1.01	1.04	1.01	1.07
		*Chi-Square = 48.54 (df=20), p<.001***			
Hurricanes					
Median Response	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely
Average Deviation	1.41	1.73	1.79	1.73	1.63
		*Chi-Square = 43.54 (df=20), p<.01***			

Table 42: K-12 **Teacher** Respondents Perceived Likelihood of *Natural Disasters* Occurring in School

	District Administration	High School	Middle/Int. School	Elementary School	Special Setting
Snow/Winter Storms					
Median Response	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely
Average Deviation	1.19	1.10	1.09	1.07	1.14
		Chi-Square = 33.59 (df=20), p<.05[*]			

Table 43: K-12 **School Counselor** Respondents Perceived Likelihood of *Natural Disasters* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Average Number (%) Responding	278 (73.4)	194 (72.7)	286 (76.3)	124 (80.0)
Wildfires				
Median Response	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely
Average Deviation	0.99	0.95	0.95	0.99
	Chi-Square = 9.17 (df=15), non-significant			
Earthquakes				
Median Response	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely
Average Deviation	0.62	0.44	0.50	0.72
	Chi-Square = 21.39 (df=15), non-significant			
Floods				
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	1.53	1.38	1.37	1.44
	Chi-Square = 17.29 (df=15), non-significant			
Tornados/Wind Damage				
Median Response	Somewhat Likely	Moderately Likely	Moderately Likely	Moderately Likely
Average Deviation	0.99	0.97	1.12	0.96
	Chi-Square = 12.07 (df=20), non-significant			
Hurricanes				
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.87	1.82	1.70	1.84
	Chi-Square = 19.26 (df=20), non-significant			

Table 43: K-12 **School Counselor** Respondents Perceived Likelihood of *Natural Disasters* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Snow/Winter Storms				
Median Response	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely
Average Deviation	1.06	0.99	1.15	1.15
	Chi-Square = 19.77 (df=20), non-significant			

Table 44: K-12 **School Counselor** Respondents Perceived Likelihood of *Other Crisis Events* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Average Number (%) Responding	278 (73.4)	194 (72.7)	283 (75.5)	125 (80.6)
Incidental Fires				
Median Response	Somewhat Likely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.98	1.01	0.99	0.98
	Chi-Square = 14.40 (df=15), non-significant			
Intentional Fires/Arson				
Median Response	Somewhat Likely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.96	1.02	0.93	0.97
	Chi-Square = 29.42 (df=15), p<.05[*]			
Crisis Event in the Community *(Not on Campus)*				
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.86	0.84	0.89	0.90
	Chi-Square = 10.52 (df=15), non-significant			

Table 44: K-12 **School Counselor** Respondents Perceived Likelihood of *Other Crisis Events* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Spread of Infectious Disease				
Responses Before March 19, 2020				
Median Response	Somewhat Likely	Somewhat Likely	Moderately Likely	Somewhat Likely
Average Deviation	0.96	1.06	1.08	1.08
	Chi-Square =13.75 (df=15), non-significant			
Responses On/After March 19, 2020				
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.76	0.61	0.55	0.85
	Chi-Square =13.54 (df=15), non-significant			
Within Subgroup Before/After Chi-Square	7.30 (df=5)	10.94 (df=5)	20.56 (df=5)***	7.76 (df=5)

Table 45: K-12 **Principals** Perceived Likelihood of *Natural Disasters* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Number (%) Responding	78 (84.8)	52 (77.6)	110 (80.9)	66 (73.3)
Wildfires				
Median Response	Moderately Unlikely	Moderately Unlikely	Extremely/ Moderately Unlikely	Extremely Unlikely
Average Deviation	1.10	1.19	1.11	1.12
	Chi-Square = 11.66 (df=15), non-significant			
Earthquakes				
Median Response	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely	Extremely Unlikely
Average Deviation	0.45	0.40	0.56	0.67
	Chi-Square = 16.50 (df=15), non-significant			
Floods				
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Likely	Somewhat Unlikely
Average Deviation	1.37	1.48	1.40	1.33
	Chi-Square = 9.01 (df=15), non-significant			
Tornados/Wind Damage				
Median Response	Moderately Likely	Somewhat Likely	Somewhat/ Moderately Likely	Somewhat Likely
Average Deviation	1.04	0.64	1.03	0.89
	Chi-Square =16.11 (df=15), non-significant			

Table 45: K-12 **Principals** Perceived Likelihood of *Natural Disasters* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Hurricanes				
Median Response	Extremely Unlikely	Moderately/ Somewhat Unlikely	Moderately Unlikely	Moderately Unlikely
Average Deviation	1.53	1.67	1.46	1.57
		Chi-Square =16.91 (df=15), non-significant		
Snow/Winter Storm				
Median Response	Moderately Unlikely	Moderately Unlikely	Somewhat Unlikely	Moderately Unlikely
Average Deviation	1.19	1.23	1.29	1.14
		Chi-Square =17.94 (df=15), non-significant		

Table 46: K-12 **Principals** Perceived Likelihood of *Other Crisis Events* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Number (%) Responding	79 (85.9)	51 (76.1)	110 (80.9)	66 (73.3)
Incidental Fires				
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.85	1.00	1.03	1.14
Chi-Square = 12.17 (df=15)				
Intentional Fires/Arson				
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	0.82	1.04	1.02	1.15
	Chi-Square = 19.25 (df=15), non-significant			
Crisis Event in Community *(Not on campus)*				
Median Response	Somewhat Unlikely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.94	0.85	0.90	0.98
	Chi-Square = 44.76 (df=15), p<.001***			

Table 46: K-12 **Principals** Perceived Likelihood of *Other Crisis Events* Occurring in School

	High School	Middle/Int. School	Elementary School	Special Setting
Spread of Infectious Disease				
Responses Before March 19, 2020				
Median Response	Somewhat Unlikely	Somewhat Unlikely	Somewhat Likely	Somewhat Likely
Average Deviation	0.85	0.92	0.86	0.89
Number (%) Responding	46 (83.6)	25 (78.1)	67 (82.7)	35 (71.4)
	Chi-Square =13.94 (df=15), non-significant			
Responses On/After March 19, 2020				
Median Response	Somewhat Likely	Somewhat Likely	Moderately Likely	Somewhat Likely
Average Deviation	1.00	0.85	0.91	1.06
Number (%) Responding	33 (89.2)	27 (77.1)	43 (78.2)	32 (78.0)
	Chi-Square =18.93 (df=15), non-significant			

Table 47: K-12 **District Level** Respondents Perceived Likelihood of *Natural Disasters* Occurring in School

	Superintendents	Police Chiefs
Wildfires		
Median Response	Somewhat Unlikely	Somewhat Unlikely
Average Deviation	1.33	1.31
Number (%) Responding	188 (80.3)	77 (81.9)
Earthquakes		
Median Response	Extremely Unlikely	Extremely Unlikely
Average Deviation	0.69	0.84
Number (%) Responding	185 (79.1)	77 (81.9)
Floods		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	1.41	1.06
Number (%) Responding	186 (79.5)	77 (81.9)
Tornados/Wind Damage		
Median Response	Moderately Likely	Moderately Likely
Average Deviation	0.77	0.67
Number (%) Responding	186 (79.5)	77 (81.9)
Hurricanes		
Median Response	Moderately Unlikely	Moderately Unlikely
Average Deviation	1.62	1.70
Number (%) Responding	185 (79.1)	76 (80.9)
Snow/Winter Storms		
Median Response	Somewhat Unlikely/Somewhat Likely	Somewhat Unlikely
Average Deviation	1.37	1.25
Number (%) Responding	186 (79.5)	76 (80.9)

Table 48: K-12 **District Level** Respondents Perceived Likelihood of *Other Crisis Events* Occurring in School

	Superintendents	Police Chiefs
Incidental Fires		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	0.92	0.97
Number (%) Responding	184 (78.6)	77 (81.9)
Intentional Fires/Arson		
Median Response	Somewhat Unlikely	Somewhat Likely
Average Deviation	0.89	0.96
Number (%) Responding	185 (79.1)	77 (81.9)
Crisis Event in Community (Not on campus)		
Median Response	Somewhat Likely	Moderately Likely
Average Deviation	0.85	0.95
Number (%) Responding	185 (79.1)	76 (80.9)
Spread of Infectious Disease		
Responses Before March 19, 2020		
Median Response	Somewhat Likely	Somewhat Likely
Average Deviation	0.85	0.97
Number (%) Responding	98 (81.0)	77 (81.9)
Responses On/After March 19, 2020		
Median Response	Somewhat Likely	N/A
Average Deviation	0.81	N/A
Number (%) Responding	88 (77.9)	0 (0.0)

Note: N/A=All School Police Chiefs responded to the survey prior to March 19, 2020

Table 49: Higher Education **Administration** Respondents Perceived Likelihood of *Natural Disasters* Occurring on Campus

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Number (%) Responding	15 (75.0)	9 (90.0)	10 (90.9)	8 (72.7)	18 (85.7)	11 (84.6)
Wildfires						
Median Response	Moderately Unlikely	Extremely/ Moderately Unlikely	Extremely/ Moderately Unlikely	Extremely/ Moderately Unlikely	Extremely Unlikely	Moderately Unlikely
Average Deviation	1.00	1.00	1.20	1.00	1.22	1.18
Earthquakes						
Median Response	Extremely Unlikely	Extremely Unlikely	Extremely/ Moderately Unlikely	Extremely Unlikely	Extremely Unlikely	Moderately Unlikely
Average Deviation	0.60	0.37	1.10	0.62	0.61	0.36
Floods						
Median Response	Somewhat Unlikely	Moderately Likely	Moderately/ Somewhat Unlikely	Moderately/ Somewhat Unlikely	Somewhat Likely	Somewhat Likely
Average Deviation	1.47	1.00	1.80	1.37	1.61	1.36
Tornados/Wind Damage						
Median Response	Moderately Likely	Somewhat Likely	Somewhat/ Moderately Likely	Moderately Likely	Moderately Likely	Moderately Likely
Average Deviation	0.67	0.67	0.90	0.87	0.72	0.73

Table 49: Higher Education **Administration** Respondents Perceived Likelihood of *Natural Disasters* Occurring on Campus

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College		Com. College	University
Hurricanes						
Median Response	Extremely Unlikely	Moderately Likely	Extremely Unlikely	Moderately Unlikely	Moderately Unlikely	Moderately Unlikely
Average Deviation	0.80	1.44	1.10	1.75	1.83	1.36
Snow/Winter Storms						
Median Response	Somewhat Likely	Moderately Unlikely	Somewhat Unlikely/ Likely	Somewhat Likely	Moderately Unlikely	Somewhat Likely
Average Deviation	1.33	0.89	1.40	1.75	1.00	1.09

Table 50: Higher Education **Administration** Respondents Perceived Likelihood of *Other Crisis Events* Occurring on Campus

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Number (%) Responding	15 (75.0)	9 (90.0)	10 (90.9)	8 (72.7)	18 (85.7)	11 (84.6)
Incidental Fires						
Median Response	Somewhat Unlikely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.87	0.67	1.00	1.00	1.00	1.36
Intentional Fires/Arson						
Median Response	Somewhat Likely	Somewhat Unlikely	Somewhat Unlikely/ Likely	Somewhat Unlikely/ Likely	Somewhat Likely	Somewhat Likely
Average Deviation	0.87	0.78	1.20	1.00	0.78	0.70
Crisis Event in the Community *(Not on Campus)*						
Median Response	Somewhat Likely	Moderately Likely	Moderately Likely	Somewhat Likely	Moderately Likely	Moderately Likely
Average Deviation	0.73	0.44	0.90	0.50	0.71	0.54

Table 50: Higher Education **Administration** Respondents Perceived Likelihood of *Other Crisis Events* Occurring on Campus

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College		Com. College	University
Spread of Infectious Disease						
Responses Before March 19, 2020						
Median Response	Somewhat Likely	Somewhat Likely	Somewhat Likely	Somewhat Unlikely	Somewhat Likely	Somewhat Likely
Average Deviation	0.70	0.57	0.29	0.50	0.50	0.57
Number (%) Responding	10 (71.4)	7 (87.5)	7 (87.5)	4 (57.1)	12 (85.7)	7 (77.8)
Responses After March 19,2020						
Median Response	Moderately Likely	Somewhat Likely	Extremely Likely	Somewhat/ Moderately Likely	Moderately Likely	Moderately Likely
Average Deviation	0.80	1.00	0.33	0.50	0.80	0.00
Number (%) Responding	5 (83.3)	2 (100.0)	3 (100.0)	4 (100.0)	5 (71.4)	4 (100.0)

School Counselor: Responses for Arming Teachers & Staff

Table 51: K-12 **School Counselor** *General Perceptions* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
Average Number (%) Responding	276 (72.8)	185(69.3)	276 (73.6)	121 (78.1)
A majority of teachers in my district would like to carry firearms in school.				
Median Response	Somewhat Disagree	Somewhat Disagree	Disagree	Somewhat Disagree
Average Deviation	0.96	0.99	1.03	0.96
		*Chi-Square = 26.70 (df=15), p<.05***		
There are instructional or administrative staff I would trust with carrying a firearm on campus.				
Median Response	Somewhat Agree	Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.31	1.41	1.50	1.41
		Chi-Square = 21.53 (df=15), non-significant		
I support allowing teachers to carry firearms on campus.				
Median Response	Somewhat Agree	Somewhat Disagree	Disagree	Somewhat Disagree
Average Deviation	1.46	1.48	1.49	1.58
		Chi-Square =17.82 (df=15), non-significant		
Every campus should have an armed presence of some sort (i.e. police officers, staff, volunteers, etc.).				
Median Response	Agree	Agree	Agree	Agree
Average Deviation	0.83	0.93	1.23	1.01
		*Chi-Square =47.93 (df=15), p<.001****		

Table 52: K-12 **School Counselor** *Perceived Advantages & Disadvantages* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
Average Number (%) Responding	277 (73.1)	185 (69.3)	275 (73.3)	122 (78.7)
Arming teachers or staff will deter a shooter from committing an active attack.				
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.33	1.42	1.39	1.38
		Chi-Square = 16.09 (df=15), non-significant		
Arming teachers or staff will reduce the time it takes to respond to an active attacker.				
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.20	1.36	1.40	1.34
		Chi-Square = 25.18 (df=15), $p<.05^{*}$		
Arming teachers or staff will have an adverse effect on the learning environment of our schools.				
Median Response	Somewhat Disagree	Somewhat Agree	Somewhat Agree	Somewhat Disagree/ Somewhat Agree
Average Deviation	1.26	1.35	1.27	1.30
		Chi-Square =15.33 (df=15), non-significant		
If armed, it is likely that a teacher will be overpowered and have his/her gun used in an active attack.				
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Agree	Somewhat Disagree
Average Deviation	0.99	1.05	1.01	1.03
		Chi-Square =20.44 (df=15), non-significant		

Table 52: K-12 **School Counselor** *Perceived Advantages & Disadvantages* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
Arming teachers or staff will make it difficult for law enforcement officers and first responders to identify actual shooters.				
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree	Somewhat Agree
Average Deviation	1.14	1.26	1.08	1.17
		Chi-Square =11.27 (df=15), non-significant		
Arming teachers or staff could increase work place violence between teachers/staff.				
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.25	1.32	1.26	1.26
		Chi-Square =4.14 (df=15), non-significant		

Table 53: K-12 **Principal** *General Perceptions* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
Number (%) Responding	78 (84.8)	50 (74.6)	109 (80.1)	67 (74.4)
A majority of teachers in my district would like to carry firearms in school.				
Median Response	Somewhat Disagree	Somewhat Disagree	Disagree	Disagree
Average Deviation	1.17	0.94	0.98	0.95
	Chi-Square = 14.06 (df=15), non-significant			
There are instructional or administrative staff I would trust with carrying a firearm on campus.				
Median Response	Agree	Agree	Somewhat Agree	Somewhat Agree
Average Deviation	0.95	1.00	1.27	1.61
	*Chi-Square = 40.30 (df=15), p<.001***			
I support allowing teachers to carry firearms on campus.				
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Disagree	Disagree
Average Deviation	1.45	1.41	1.39	1.43
	Chi-Square =21.10 (df=15), non-significant			
Every campus should have an armed presence of some sort (i.e. police officers, staff, volunteers, etc.).				
Median Response	Strongly Agree	Agree	Agree	Agree
Average Deviation	0.83	0.88	1.03	1.28
	*Chi-Square =25.49 (df=15), p<.05**			

Table 54: K-12 **Principal** *Perceived Advantages & Disadvantages* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
Number (%) Responding	78 (84.8)	51 (76.1)	108 (79.4)	67 (74.4)
Arming teachers or staff will deter a shooter from committing an active attack.				
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.38	1.23	1.41	1.43
	Chi-Square = 15.48 (df=15), non-significant			
Arming teachers or staff will reduce the time it takes to respond to an active attacker.				
Median Response	Agree	Somewhat Agree	Somewhat Agree	Somewhat Disagree
Average Deviation	1.48	1.18	1.31	1.58
	Chi-Square = 24.43 (df=15), non-significant			
Arming teachers or staff will have an adverse effect on the learning environment of our schools.				
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.51	1.20	1.34	1.41
	*Chi-Square =27.06 (df=15), p<.05**			
If armed, it is likely that a teacher will be overpowered and have his/her gun used in an active attack.				
Median Response	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.18	1.08	1.15	1.19
	Chi-Square =10.29 (df=15), non-significant			

Table 54: K-12 **Principal** *Perceived Advantages & Disadvantages* for Arming Teachers/Staff

	High School	Middle/Int. School	Elementary School	Special Setting
Arming teachers or staff will make it difficult for law enforcement officers and first responders to identify actual shooters.				
Median Response	Somewhat Agree	Somewhat Disagree	Somewhat Agree	Somewhat Agree
Average Deviation	1.18	1.02	1.17	1.28
	Chi-Square =15.47 (df=15), non-significant			
Arming teachers or staff could increase work place violence between teachers/staff.				
Median Response	Disagree	Disagree	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.08	1.18	1.34	1.27
	Chi-Square =11.29 (df=15), non-significant			

District Administration: Responses to Arming Teachers & Staff

Table 55: K-12 **District Level** *General Perceptions* for Arming Teachers/Staff.

	Superintendents	Police Chiefs
A majority of teachers in my district would like to carry firearms in school.		
Median Response	Disagree	Somewhat Disagree
Average Deviation	1.03	1.00
Number (%) Responding	185 (79.1)	77 (81.9)
There are instructional or administrative staff I would trust with carrying a firearm on campus.		
Median Response	Agree	Agree
Average Deviation	1.09	1.40
Number (%) Responding	186 (79.5)	77 (81.9)
I support allowing teachers to carry firearms on campus.		
Median Response	Somewhat Disagree	Disagree
Average Deviation	1.58	1.52
Number (%) Responding	185 (79.1)	77 (81.9)
Every campus should have an armed presence of some sort (i.e. police officers, staff, volunteers, etc.).		
Median Response	Agree	Strongly Agree
Average Deviation	1.06	0.49
Number (%) Responding	185 (79.1)	77 (81.9)

Table 56: K-12 **District Level** *Perceived Advantages & Disadvantages* for Arming Teachers/Staff

	Superintendents	Police Chiefs
Arming teachers or staff will deter a shooter from committing an active attack.		
Median Response	Somewhat Agree	Somewhat Disagree
Average Deviation	1.25	1.51
Number (%) Responding	184 (78.6)	77 (81.9)
Arming teachers or staff will reduce the time it takes to respond to an active attacker.		
Median Response	Somewhat Agree	Somewhat Agree
Average Deviation	1.20	1.55
Number (%) Responding	185 (79.1)	77 (81.9)
Arming teachers or staff will have an adverse effect on the learning environment of our schools.		
Median Response	Somewhat Disagree	Somewhat Disagree
Average Deviation	1.37	1.38
Number (%) Responding	185 (79.1)	76 (80.9)
If armed, it is likely that a teacher will be overpowered and have his/her gun used in an active attack.		
Median Response	Somewhat Disagree	Somewhat Agree
Average Deviation	0.96	1.09
Number (%) Responding	184 (78.6)	77 (81.9)

Table 56: K-12 **District Level** *Perceived Advantages & Disadvantages* for Arming Teachers/Staff

	Superintendents	Police Chiefs
Arming teachers or staff will make it difficult for law enforcement officers and first responders to identify actual shooters.		
Median Response	Somewhat Agree	Agree
Average Deviation	1.25	1.32
Number (%) Responding	184 (78.6)	77 (81.9)
Arming teachers or staff could increase work place violence between teachers/staff.		
Median Response	Disagree	Somewhat Disagree
Average Deviation	1.18	1.21
Number (%) Responding	185 (79.1)	76 (80.9)

Higher Education: Administration Responses to Arming Professors & Staff

Table 57: Higher Education **Administration** *General Perceptions* for Arming Professors/Staff & the 2015 Campus Carry Law (HB 11)

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Average Number (%) Responding	14 (70.0)	9 (90.0)	10 (90.9)	7 (63.6)	18 (85.7)	11 (84.6)
A majority of professors and staff on my campus carry firearms to work.						
Median Response	Somewhat Disagree	Somewhat Disagree	Disagree	Disagree	Disagree	Disagree
Average Deviation	0.85	0.78	0.56	0.43	0.61	0.73
There are professors or staff I would trust with carrying a firearm on campus.						
Median Response	Agree	Somewhat Agree	Somewhat Agree/Agree	Somewhat Disagree	Agree	Agree
Average Deviation	0.79	0.56	0.90	0.86	0.61	0.73
I support allowing professors and staff to carry firearms on campus.						
Median Response	Somewhat Agree	Somewhat Agree	Somewhat Agree/Agree	Somewhat Disagree	Somewhat Agree/Agree	Agree
Average Deviation	1.07	1.00	0.90	1.00	0.89	1.36

Table 57: Higher Education **Administration** *General Perceptions* for Arming Professors/Staff & the 2015 Campus Carry Law (HB 11)

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Every campus should have an armed presence of some sort (i.e., police officers, staff, volunteers, etc.).						
Median Response	Strongly Agree	Strongly Agree	Strongly Agree	Agree	Agree	Strongly Agree
Average Deviation	0.67	0.44	0.40	1.00	0.83	0.54
The 2015 "Campus Carry Law" (HB 11) has made our institution safer.						
Median Response	Somewhat Agree	Somewhat Disagree	Agree	Somewhat Agree	Somewhat Disagree/Agree	Somewhat Agree
Average Deviation	0.93	1.12	0.78	0.71	1.00	1.45

Table 58: Higher Education **Administration** *Perceived Advantages & Disadvantages* for Arming Professors/Staff

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
Number (%) Responding	14 (70.0)	8 (80.0)	9 (81.8)	7 (63.6)	18 (85.7)	11 (84.6)
Armed professors or staff will deter a shooter from committing an active attack.						
Median Response	Somewhat Disagree/Agree	Somewhat Disagree/Agree	Somewhat Disagree	Disagree	Somewhat Agree	Somewhat Agree
Average Deviation	1.21	1.12	1.00	0.71	1.06	0.91
Armed faculty or staff will reduce the time it takes to respond to an active attacker.						
Median Response	Somewhat Agree	Somewhat Disagree/Agree	Somewhat Agree	Somewhat Disagree	Somewhat Disagree	Somewhat Agree
Average Deviation	1.00	0.87	1.00	0.86	1.22	1.00
Armed professors/staff have had an adverse effect on the learning environment of our institution.						
Median Response	Disagree	Disagree	Disagree	Disagree/ Somewhat Disagree	Disagree	Disagree
Average Deviation	0.79	1.11	0.67	0.83	0.50	0.36

Table 58: Higher Education **Administration** *Perceived Advantages & Disadvantages* for Arming Professors/Staff

	Presidents		Dean of Students		Police Chiefs	
	Com. College	University	Com. College	University	Com. College	University
An armed professor/staff member could be overpowered and have his/her gun used in an active attack.						
Median Response	Somewhat Agree	Agree	Somewhat Agree	Agree	Somewhat Agree	Somewhat Agree
Average Deviation	0.64	0.78	0.80	0.71	0.65	0.36
Armed professors/staff will make it difficult for LEOs/first responders to identify shooters.						
Median Response	Somewhat Disagree/Agree	Somewhat Agree	Disagree	Somewhat Agree	Somewhat Agree	Disagree

Appendix B: Response Matrix

Appendix B: Response Matrix

Strata	Count
Higher Education	**4,327**
THECB Region 1	**369**
Community College	13
City	2
Rural	2
Suburb	6
Town	2
Urban	1
University	356
City	124
Rural	77
Suburb	95
Town	59
Urban	1
THECB Region 2	**34**
Community College	14
City	3
Rural	5
Suburb	2
Town	4
University	20
City	12
Rural	3
Suburb	3
Town	2
THECB Region 3	**841**
Community College	118
City	38
Rural	28
Suburb	25
Town	13
Urban	14
University	723
City	240
Rural	138
Suburb	206
Town	103
Urban	36
THECB Region 4	**111**
Community College	38
City	14

Rural	4
Suburb	11
Town	7
Urban	2
University	73
City	26
Rural	12
Suburb	16
Town	18
Urban	1
THECB Region 5	**103**
Community College	6
City	1
Rural	2
Town	2
Urban	1
University	97
City	40
Rural	18
Suburb	23
Town	16
THECB Region 6	**862**
Community College	149
City	40
Rural	31
Suburb	56
Town	21
Urban	1
University	713
City	272
Rural	152
Suburb	188
Town	91
Urban	10
THECB Region 7	**1,302**
Community College	339
City	113
Rural	97
Suburb	69
Town	57
Urban	3
University	963
City	327
Rural	223

Suburb	251
Town	149
Urban	13
THECB Region 8	**491**
Community College	80
City	26
Rural	18
Suburb	18
Town	15
Urban	3
University	411
City	150
Rural	78
Suburb	107
Town	56
Urban	20
THECB Region 9	**94**
Community College	16
City	3
Rural	5
Suburb	5
Town	3
University	78
City	20
Rural	19
Suburb	16
Town	21
Urban	2
THECB Region 10	**120**
Community College	34
City	16
Rural	6
Suburb	5
Town	7
University	86
City	27
Rural	17
Suburb	21
Town	18
Urban	3
K-12	**26,013**
ESC Region 1	**1,602**
District Administration	23
City	3

Rural	3
Suburb	10
Town	3
Urban	4
Elementary School	565
City	218
Rural	112
Suburb	179
Town	53
Urban	3
High School	351
City	118
Rural	82
Suburb	120
Town	30
Urban	1
Middle/ Intermediate School	328
City	129
Rural	63
Suburb	102
Town	32
Urban	2
Special Setting	335
City	115
Rural	73
Suburb	112
Town	23
Urban	12
ESC Region 2	**492**
District Administration	11
City	2
Rural	7
Town	2
Elementary School	141
City	56
Rural	19
Suburb	32
Town	34
High School	165
City	48
Rural	31
Suburb	39
Town	46
Urban	1

Middle/ Intermediate School	105
City	44
Rural	19
Suburb	24
Town	18
Special Setting	70
City	39
Rural	15
Suburb	7
Town	8
Urban	1
ESC Region 3	**377**
District Administration	14
City	5
Rural	5
Suburb	1
Town	3
Elementary School	141
City	42
Rural	36
Suburb	22
Town	41
High School	126
City	25
Rural	43
Suburb	22
Town	35
Urban	1
Middle/ Intermediate School	62
City	24
Rural	18
Suburb	8
Town	12
Special Setting	34
City	11
Rural	10
Suburb	7
Town	6
ESC Region 4	**5,219**
District Administration	57
City	21
Rural	13
Suburb	20
Town	2

Urban	1
Elementary School	1950
City	673
Rural	280
Suburb	831
Town	129
Urban	37
High School	1368
City	462
Rural	214
Suburb	562
Town	117
Urban	13
Middle/ Intermediate School	1112
City	347
Rural	182
Suburb	467
Town	110
Urban	6
Special Setting	732
City	387
Rural	73
Suburb	179
Town	56
Urban	37
ESC Region 5	**556**
District Administration	7
City	4
Rural	2
Town	1
Elementary School	173
City	63
Rural	37
Suburb	38
Town	32
Urban	3
High School	174
City	41
Rural	52
Suburb	52
Town	20
Urban	9
Middle/ Intermediate School	156
City	71

Rural	33
Suburb	36
Town	16
Special Setting	46
City	22
Rural	11
Suburb	9
Town	4
ESC Region 6	**1,412**
District Administration	30
City	12
Rural	5
Suburb	8
Town	5
Elementary School	505
City	182
Rural	124
Suburb	114
Town	79
Urban	6
High School	469
City	161
Rural	142
Suburb	101
Town	62
Urban	3
Middle/ Intermediate School	331
City	117
Rural	80
Suburb	74
Town	57
Urban	3
Special Setting	77
City	30
Rural	18
Suburb	20
Town	9
ESC Region 7	**1,226**
District Administration	36
City	12
Rural	7
Suburb	6
Town	11
Elementary School	335

City	81
Rural	116
Suburb	63
Town	74
Urban	1
High School	418
City	124
Rural	118
Suburb	81
Town	92
Urban	3
Middle/ Intermediate School	287
City	69
Rural	72
Suburb	72
Town	73
Urban	1
Special Setting	150
City	58
Rural	30
Suburb	29
Town	33
ESC Region 8	**401**
District Administration	15
City	5
Rural	4
Suburb	2
Town	4
Elementary School	127
City	37
Rural	47
Suburb	18
Town	24
Urban	1
High School	153
City	42
Rural	51
Suburb	24
Town	33
Urban	3
Middle/ Intermediate School	72
City	20
Rural	28
Suburb	9

Town	14
Urban	1
Special Setting	34
City	14
Rural	10
Suburb	1
Town	9
ESC Region 9	**332**
District Administration	13
City	8
Rural	3
Town	2
Elementary School	97
City	32
Rural	23
Suburb	16
Town	26
High School	123
City	36
Rural	26
Suburb	26
Town	35
Middle/ Intermediate School	54
City	25
Rural	11
Suburb	9
Town	9
Special Setting	45
City	13
Rural	17
Suburb	7
Town	8
ESC Region 10	**3,852**
District Administration	73
City	42
Rural	8
Suburb	15
Town	7
Urban	1
Elementary School	1266
City	465
Rural	194
Suburb	436
Town	165

Urban	6
High School	1,084
City	387
Rural	211
Suburb	373
Town	106
Urban	7
Middle/ Intermediate School	652
City	224
Rural	106
Suburb	254
Town	63
Urban	5
Special Setting	777
City	417
Rural	87
Suburb	204
Town	57
Urban	12
ESC Region 11	**2,510**
District Administration	51
City	30
Rural	6
Suburb	10
Town	5
Elementary School	882
City	321
Rural	171
Suburb	285
Town	102
Urban	3
High School	774
City	276
Rural	183
Suburb	248
Town	64
Urban	3
Middle/ Intermediate School	545
City	202
Rural	108
Suburb	165
Town	69
Urban	1
Special Setting	258

City	146
Rural	40
Suburb	51
Town	18
Urban	3
ESC Region 12	**1,020**
District Administration	32
City	10
Rural	7
Suburb	9
Town	6
Elementary School	321
City	125
Rural	79
Suburb	76
Town	39
Urban	2
High School	269
City	71
Rural	89
Suburb	73
Town	35
Urban	1
Middle/ Intermediate School	199
City	91
Rural	51
Suburb	30
Town	26
Urban	1
Special Setting	199
City	56
Rural	54
Suburb	36
Town	14
Urban	39
ESC Region 13	**1,792**
District Administration	37
City	10
Rural	17
Suburb	9
Town	1
Elementary School	685
City	292
Rural	145

Suburb	150
Town	93
Urban	5
High School	452
City	142
Rural	142
Suburb	116
Town	48
Urban	4
Middle/ Intermediate School	395
City	167
Rural	103
Suburb	89
Town	36
Special Setting	223
City	107
Rural	42
Suburb	45
Town	24
Urban	5
ESC Region 14	**431**
District Administration	13
City	5
Rural	3
Suburb	4
Town	1
Elementary School	147
City	64
Rural	40
Suburb	17
Town	25
Urban	1
High School	107
City	41
Rural	27
Suburb	16
Town	22
Urban	1
Middle/ Intermediate School	48
City	13
Rural	18
Suburb	4
Town	13
Special Setting	116

City	31
Rural	31
Suburb	37
Town	15
Urban	2
ESC Region 15	**232**
District Administration	11
City	4
Rural	3
Suburb	2
Town	1
Urban	1
Elementary School	65
City	18
Rural	18
Suburb	9
Town	20
High School	73
City	28
Rural	16
Suburb	9
Town	20
Middle/ Intermediate School	37
City	11
Rural	12
Suburb	4
Town	10
Special Setting	46
City	13
Rural	16
Suburb	11
Town	6
ESC Region 16	**506**
District Administration	15
City	5
Rural	3
Suburb	4
Town	2
Urban	1
Elementary School	159
City	49
Rural	24
Suburb	37
Town	46

Urban	3
High School	169
City	54
Rural	38
Suburb	30
Town	47
Middle/ Intermediate School	117
City	45
Rural	25
Suburb	23
Town	24
Special Setting	46
City	12
Rural	18
Suburb	6
Town	9
Urban	1
ESC Region 17	**522**
District Administration	22
City	7
Rural	8
Suburb	2
Town	5
Elementary School	169
City	57
Rural	46
Suburb	28
Town	38
High School	171
City	56
Rural	50
Suburb	32
Town	31
Urban	2
Middle/ Intermediate School	84
City	30
Rural	23
Suburb	19
Town	12
Special Setting	76
City	24
Rural	28
Suburb	7
Town	15

Urban	2
ESC Region 18	**460**
District Administration	8
City	2
Rural	2
Suburb	2
Town	2
Elementary School	119
City	47
Rural	24
Suburb	15
Town	32
Urban	1
High School	126
City	54
Rural	16
Suburb	24
Town	32
Middle/ Intermediate School	106
City	32
Rural	18
Suburb	16
Town	40
Special Setting	101
City	52
Rural	26
Suburb	12
Town	11
ESC Region 19	**560**
District Administration	9
City	5
Suburb	3
Town	1
Elementary School	165
City	86
Rural	29
Suburb	38
Town	11
Urban	1
High School	183
City	92
Rural	28
Suburb	39
Town	24

Middle/ Intermediate School	103
City	51
Rural	13
Suburb	22
Town	15
Urban	2
Special Setting	100
City	45
Rural	19
Suburb	25
Town	6
Urban	5
ESC Region 20	**2,511**
District Administration	37
City	13
Rural	10
Suburb	9
Town	5
Elementary School	935
City	389
Rural	162
Suburb	232
Town	141
Urban	11
High School	645
City	238
Rural	139
Suburb	155
Town	112
Urban	1
Middle/ Intermediate School	528
City	238
Rural	110
Suburb	118
Town	57
Urban	5
Special Setting	366
City	216
Rural	53
Suburb	51
Town	32
Urban	14
Grand Total	**30,340**

**** Totals may not sum perfectly due to participants' requests to have identifying information removed from the study. Additionally, the Grand Total is much more than the reported total. The reported total offers the number of participants who completed at least 51% of the question of the survey. This Grand Total in this appendix reports the number of participants in any cell that respond

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