



Exploring Implementation of Trauma-Engaged Practices in Alaska Schools

Appendix A. Data, sample, and methods

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See <https://ies.ed.gov/ncee/rel/Products/RWR/Publication/108318> for the full report.

Appendix A. Data, sample, and methods

This appendix describes the data sources, samples, and methods used in this study.

Data

This study used data provided by the Alaska Department of Education and Early Development (AK DEED) and the Association of Alaska School Boards (AASB) from four sources.

Trauma-Engaged Schools Survey data. With guidance from the Regional Educational Laboratory Northwest, a working group of representatives from state agencies, universities, associations, and school districts developed the Trauma-Engaged Schools Survey. Survey items asked respondents about their school's awareness and use of Alaska's Trauma-Engaged Schools suite of resources, implementation of the trauma-engaged practices described in those resources, and facilitators and barriers, successes and challenges, and partners and programs involved in implementing trauma-engaged practices.

AK DEED administered the Trauma-Engaged Schools Survey electronically to all 499 public schools in Alaska between October 2022 and December 2022. The survey was estimated to take one hour to complete, and schools were encouraged to assemble a team of school staff to complete the survey. Reliability statistics found Cronbach's alphas ranging from .68 to .93 for the survey's 13 scales (table A1), including the awareness of Trauma-Engaged Schools resources scale, the use of Trauma-Engaged Schools resources scale, and the scales corresponding to each of the 11 components of the 2019 *Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska* (Transforming Schools Framework).

Table A1. Cronbach’s alphas for Trauma-Engaged Schools Survey scales on awareness, use, and implementation of components of *Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska*

Survey scale	Number of items	Cronbach’s α
Awareness of Alaska’s Transforming Schools Framework	6	.92
Use of Alaska’s Transforming Schools Framework	6	.93
Component scale of the Transforming Schools Framework		
Planning and coordination of schoolwide efforts	7	.93
Policy considerations	4	.81
Deconstructing trauma	5	.83
Relationship building	5	.80
Schoolwide practices and climate	7	.82
Skill instruction	8	.90
Support services	7	.68
Cultural integration and community co-creation	6	.87
Family partnership	6	.76
Self-care	6	.89
Professional learning	4	.80

Source: Analysis based on 2022 Trauma-Engaged Schools Survey data provided by the Alaska Department of Education and Early Development.

Trauma-related eLearning data. To supplement the Trauma-Engaged Schools Survey results, AK DEED provided the study team with data on participation in trauma-related eLearning courses developed by AK DEED to complement the Transforming Schools Framework. Trauma-related eLearning courses are available for all school staff (teachers, administrators, support staff) through a web-based platform that can be accessed at any time from anywhere. All courses are self-paced and offer a certificate after completion. Each school district has a group page allowing for discussion among members as well as a repository for additional supporting documents. These courses are not mandatory at the state level; however, districts and schools can encourage participation among their staff. Trauma-related eLearning participation data from all participants, regardless of role, were extracted to capture evidence of use of the suite of Trauma-Engaged Schools resources. Trauma-related eLearning data include course participation information from June 2017 to January 2023 and were aggregated to the school level.

School Climate and Connectedness Survey data. The study team used Alaska’s School Climate and Connectedness Survey (SCCS) data, provided by AASB, to explore student and staff outcomes related to school climate, connectedness, social-emotional learning, and risk behaviors. The SCCS has been used in Alaska since 2006 as a voluntary survey for districts that is taken by students in grades 3-5 and 6-12 and by school staff (Spier, 2016). This validated assessment was commissioned by AASB and developed by an outside research firm (Spier & Behmer, 2022). Scale reliabilities range from .72 to .81 for grades 3-5, from .72 to .89 for grades 6-12, and from .71 to .93 for staff (table A2). AASB provided uncensored school-level SCCS data for the spring 2022 survey administration, which included data for 60 percent of districts in the state. The remaining districts do not participate in the SCCS. Comparisons between participating and nonparticipating districts are included in appendix B.

Table A2. School Climate and Connectedness Survey scale reliability

Survey and scale	Reliability (Cronbach's alpha)
Elementary school student survey (grades 3-5)	
Caring others	.72
Social-emotional learning	.81
Secondary school student survey (grades 6-12)	
Caring adults	.72
Family and community involvement	.73
Cultural connectedness	.79
High expectations	.76
Peer climate	.83
Respectful climate	.80
School safety	.72
Social-emotional learning	.89
Student involvement	.73
Student delinquent behaviors	.82
Student drug and alcohol use	.85
Staff survey	
Staff beliefs	.74
Family and community	.87
Cultural connectedness	.75
Student delinquent behaviors	.81
Student involvement	.89
School leadership and involvement	.93
Peer climate	.86
School safety	.71
Social-emotional learning	.76
Staff-staff relationships	.85
Staff-student relationships	.85
Student drug and alcohol use	.79

Source: Analyses based on 2022 School Climate and Connectedness Survey data provided by the Association of Alaska School Boards.

AK DEED administrative data. In spring 2023 AK DEED provided uncensored school-level data for relevant school characteristics and student outcomes for all schools in the state for the 2021/22 school year (table A3).

Table A3. Variables and data sources for school-level data on Alaska school characteristics and student outcomes

Variable	Description	Source
District and school identification		
District identification number	Number used to identify districts	Alaska Department of Education and Early Development (AK DEED)
District name	Name of district	AK DEED
School identification number	Number used to identify schools	AK DEED
School name	Name of school	AK DEED

Variable	Description	Source
Awareness of suite of Trauma-Engaged Schools resources		
Awareness 1	Awareness of <i>Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska</i>	Trauma-Engaged Schools Survey
Awareness 2	Awareness of <i>Transforming Schools: Trauma-Engaged Toolkit</i>	Trauma-Engaged Schools Survey
Awareness 3	Awareness of <i>Transforming Schools Quick Guide</i>	Trauma-Engaged Schools Survey
Awareness 4	Awareness of the Association of Alaska School Boards (AASB) and AK DEED professional development series webinars about trauma-engaged schools	Trauma-Engaged Schools Survey
Awareness 5	Awareness of AK DEED's online trauma-related eLearning courses	Trauma-Engaged Schools Survey
Awareness 6	Awareness of AK DEED's social media campaign about trauma-engaged schools	Trauma-Engaged Schools Survey
Awareness scale	Mean of variables Awareness 1-6	Trauma-Engaged Schools Survey
Use of suite of Trauma-Engaged Schools resources		
Use 1	Use of <i>Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska</i>	Trauma-Engaged Schools Survey
Use 2	Use of <i>Transforming Schools: Trauma-Engaged Toolkit</i>	Trauma-Engaged Schools Survey
Use 3	Use of <i>Transforming Schools Quick Guide</i>	Trauma-Engaged Schools Survey
Use 4	Use of the AASB and AK DEED professional development series webinars about trauma-engaged schools	Trauma-Engaged Schools Survey
Use 5	Use of AK DEED's online trauma-related eLearning courses	Trauma-Engaged Schools Survey
Use 6	Use of AK DEED's social media campaign about trauma-engaged schools	Trauma-Engaged Schools Survey
Use scale	Mean of variables Use 1-6	Trauma-Engaged Schools Survey
Component scales of Transforming Schools Framework ^a		
<i>Planning and coordination of schoolwide efforts</i>		
Planning 1	Agree/disagree: District and school staff collaborate to develop trauma-engaged practices for this school	Trauma-Engaged Schools Survey
Planning 2	Agree/disagree: Stakeholders (e.g., parents, students) are involved in planning and coordinating trauma-engaged efforts for this school	Trauma-Engaged Schools Survey
Planning 3	Agree/disagree: The policies, guidelines, and handbooks regarding trauma-engaged practices for this school are well aligned	Trauma-Engaged Schools Survey
Planning 4	Agree/disagree: This school has a multidisciplinary team that plans for trauma-engaged practices	Trauma-Engaged Schools Survey
Planning 5	Agree/disagree: This school regularly collects, interprets, and disseminates data used to support trauma-engaged practices (e.g., discipline data, mental health screening, referrals to treatment)	Trauma-Engaged Schools Survey
Planning 6	Agree/disagree: This school is engaged in visioning and plan development using a trauma-engaged lens	Trauma-Engaged Schools Survey
Planning 7	Agree/disagree: Trauma-engaged practices have been integrated into the school's strategic plans	Trauma-Engaged Schools Survey
Planning component scale	Mean of variables Planning 1-7	Trauma-Engaged Schools Survey

Variable	Description	Source
<i>Policy considerations</i>		
Policy 1	Agree/disagree: District and school staff collaborate to develop well-aligned trauma-engaged policies for this school	Trauma-Engaged Schools Survey
Policy 2	Agree/disagree: This school's policies are aligned with social-emotional learning and trauma-engaged approaches	Trauma-Engaged Schools Survey
Policy 3	Agree/disagree: This school uses policies that contribute to a safe and supportive school environment	Trauma-Engaged Schools Survey
Policy 4	Agree/disagree: Students and community members are involved in making policy decisions for this school	Trauma-Engaged Schools Survey
Policy component scale	Mean of variables Policy 1-4	Trauma-Engaged Schools Survey
<i>Deconstructing trauma</i>		
Trauma 1	Agree/disagree: Staff at this school understand adverse childhood events, stress, and trauma	Trauma-Engaged Schools Survey
Trauma 2	Agree/disagree: This school uses trauma-engaged practices to discipline (e.g., restorative practice, nonpunitive)	Trauma-Engaged Schools Survey
Trauma 3	Agree/disagree: Staff at this school have meaningful conversations about how trauma and resilience manifest in the school community	Trauma-Engaged Schools Survey
Trauma 4	Agree/disagree: Strength-based language is used throughout this school community	Trauma-Engaged Schools Survey
Trauma 5	Agree/disagree: This school has developed a master list of trauma-engaged resources and supports	Trauma-Engaged Schools Survey
Trauma component scale	Mean of variables Trauma 1-5	Trauma-Engaged Schools Survey
<i>Relationship building</i>		
Relationships 1	Agree/disagree: This school develops community through visible representations of local cultures throughout the building	Trauma-Engaged Schools Survey
Relationships 2	Agree/disagree: This school recognizes and celebrates a wide range of student successes	Trauma-Engaged Schools Survey
Relationships 3	Agree/disagree: This school has integrated relationship building into its vision or mission	Trauma-Engaged Schools Survey
Relationships 4	Agree/disagree: Staff in this school develop plans for building positive relationships	Trauma-Engaged Schools Survey
Relationships 5	Agree/disagree: This school conducts ongoing reviews of data (e.g., school climate, student perceptions) to assess relationships and stakeholder satisfaction	Trauma-Engaged Schools Survey
Relationships component scale	Mean of variables Relationships 1-5	Trauma-Engaged Schools Survey
<i>Schoolwide practices and climate</i>		
Climate 1	Agree/disagree: This school maintains a safe and welcoming physical school environment	Trauma-Engaged Schools Survey
Climate 2	Agree/disagree: This school uses a schoolwide restorative practices approach	Trauma-Engaged Schools Survey
Climate 3	Agree/disagree: Staff and students in this school collaborated in the creation of a school behavior purpose statement with positive expectations aligned with cultural and community values	Trauma-Engaged Schools Survey
Climate 4	Agree/disagree: This school engaged in the co-creation of a shared vision and goals for improving school climate and connectedness	Trauma-Engaged Schools Survey

Variable	Description	Source
Climate 5	Agree/disagree: This school uses the School Climate and Connectedness Survey (SCCS) or other school climate assessment	Trauma-Engaged Schools Survey
Climate 6	Agree/disagree: This school documents changes needed to improve climate and develops plans to address needs	Trauma-Engaged Schools Survey
Climate 7	Agree/disagree: This school's practices and policies are aligned with cultural and community values	Trauma-Engaged Schools Survey
Climate component scale	Mean of variables Climate 1-7	Trauma-Engaged Schools Survey
<i>Skill instruction</i>		
Skills 1	Agree/disagree: This school encourages the development of overall social-emotional skills	Trauma-Engaged Schools Survey
Skills 2	Agree/disagree: This school supports the development of social, emotional, and behavioral skills that help youth overcome life stressors	Trauma-Engaged Schools Survey
Skills 3	Agree/disagree: This school encourages the development of self-regulation skills.	Trauma-Engaged Schools Survey
Skills 4	Agree/disagree: This school encourages the development of responsible decisionmaking skills	Trauma-Engaged Schools Survey
Skills 5	Agree/disagree: This school has developed a process to identify developmentally matched social-emotional skills needed to meet schoolwide behavior expectations	Trauma-Engaged Schools Survey
Skills 6	Agree/disagree: Staff at this school are accountable for student social-emotional skill development	Trauma-Engaged Schools Survey
Skills 7	Agree/disagree: Staff at this school have access to professional learning on social-emotional skill development	Trauma-Engaged Schools Survey
Skills 8	Agree/disagree: Staff at this school use the hand model of the brain to learn and teach about trauma	Trauma-Engaged Schools Survey
Skills component scale	Mean of variables Skills 1-8	Trauma-Engaged Schools Survey
<i>Support services</i>		
Supports 1	Agree/disagree: This school engages with local or regional health organizations to support student needs	Trauma-Engaged Schools Survey
Supports 2	Agree/disagree: This school engages with local or regional behavioral health organizations to support student needs	Trauma-Engaged Schools Survey
Supports 3	Agree/disagree: This school has developed protocols for memorandums of agreement and release of information documents for sharing of information with medical and behavioral health providers	Trauma-Engaged Schools Survey
Supports 4	Agree/disagree: This school engages student support teams	Trauma-Engaged Schools Survey
Supports 5	Agree/disagree: This school has developed peer-to-peer programs (e.g., peer tutoring, peer mentoring)	Trauma-Engaged Schools Survey
Supports 6	Agree/disagree: This school has at least a half-time health provider (e.g., school nurse)	Trauma-Engaged Schools Survey
Supports 7	Agree/disagree: This school has at least a half-time mental health provider (e.g., school counselor, school social worker)	Trauma-Engaged Schools Survey
Supports component scale	Mean of variables Supports 1-7	Trauma-Engaged Schools Survey

Variable	Description	Source
<i>Cultural integration and community co-creation</i>		
Culture 1	Agree/disagree: This school includes culture and community context in curricula	Trauma-Engaged Schools Survey
Culture 2	Agree/disagree: This school engages with local tribes or cultural groups	Trauma-Engaged Schools Survey
Culture 3	Agree/disagree: This school engages with community members	Trauma-Engaged Schools Survey
Culture 4	Agree/disagree: Staff at this school use culturally responsive practices	Trauma-Engaged Schools Survey
Culture 5	Agree/disagree: This school has an ongoing review of curricula through culturally responsive, place-based, and intergenerational healing lenses	Trauma-Engaged Schools Survey
Culture 6	Agree/disagree: School leadership procures and provides access to professional learning on culturally responsive practices	Trauma-Engaged Schools Survey
Culture component scale	Mean of variables Culture 1-6	Trauma-Engaged Schools Survey
<i>Family partnership</i>		
Families 1	Agree/disagree: This school utilizes social media to share opportunities or key messages with families and community members	Trauma-Engaged Schools Survey
Families 2	Agree/disagree: This school has practices that allow staff to invite feedback from families in a variety of ways	Trauma-Engaged Schools Survey
Families 3	Agree/disagree: This school has practices that allow staff to set goals for connecting with families and to track progress on goals	Trauma-Engaged Schools Survey
Families 4	Agree/disagree: This school has developed an inventory of approaches for building family connections	Trauma-Engaged Schools Survey
Families 5	Agree/disagree: This school is a welcoming place for families	Trauma-Engaged Schools Survey
Families 6	Agree/disagree: This school connects with families in their native language (e.g., translates school messages, provides interpreters)	Trauma-Engaged Schools Survey
Families component scale	Mean of variables Families 1-6	Trauma-Engaged Schools Survey
<i>Self-care</i>		
Self-care 1	Agree/disagree: Leadership at this school supports staff in prioritizing self-care in concrete ways (e.g., provide dedicated time)	Trauma-Engaged Schools Survey
Self-care 2	Agree/disagree: Staff in this school have the opportunity to use practices (e.g., mindfulness, breathing, meditation) that help prevent and address stress, burnout, secondary trauma, and compassion fatigue	Trauma-Engaged Schools Survey
Self-care 3	Agree/disagree: Staff in this school are trained to recognize signs of fatigue or trauma	Trauma-Engaged Schools Survey
Self-care 4	Agree/disagree: Staff in this school have knowledge of self-care techniques (e.g., mindfulness, breathing, meditation)	Trauma-Engaged Schools Survey
Self-care 5	Agree/disagree: Students in this school have knowledge of self-care techniques (e.g., mindfulness, breathing, meditation)	Trauma-Engaged Schools Survey
Self-care 6	Agree/disagree: Students in this school have the opportunity to use self-care techniques (e.g., mindfulness, breathing, meditation)	Trauma-Engaged Schools Survey
Self-care component scale	Mean of variables Self-care 1-6	Trauma-Engaged Schools Survey

Variable	Description	Source
<i>Structures for professional learning</i>		
Professional learning 1	Agree/disagree: Staff at this school have time allotted for professional learning	Trauma-Engaged Schools Survey
Professional learning 2	Agree/disagree: Staff at this school have access to professional learning on trauma-engaged practices	Trauma-Engaged Schools Survey
Professional learning 3	Agree/disagree: Staff at this school develop or co-develop professional learning experiences	Trauma-Engaged Schools Survey
Professional learning 4	Agree/disagree: This school uses feedback to evaluate training and professional learning	Trauma-Engaged Schools Survey
Professional learning component scale	Mean of variables Professional learning 1-4	Trauma-Engaged Schools Survey
<i>Facilitators of and barriers to implementation of trauma-engaged approach</i>		
Factor 1	Budgetary resources	Trauma-Engaged Schools Survey
Factor 2	Capacity of current staff to carry out the work	Trauma-Engaged Schools Survey
Factor 3	Community partners	Trauma-Engaged Schools Survey
Factor 4	AK DEED resources	Trauma-Engaged Schools Survey
Factor 5	District leadership	Trauma-Engaged Schools Survey
Factor 6	Hiring of new staff to carry out the work	Trauma-Engaged Schools Survey
Factor 7	School culture	Trauma-Engaged Schools Survey
Factor 8	School leadership	Trauma-Engaged Schools Survey
Factor 9	School size	Trauma-Engaged Schools Survey
Factor 10	Space in the school building	Trauma-Engaged Schools Survey
Factor 11	Staff knowledge	Trauma-Engaged Schools Survey
Factor 12	Staff readiness to adopt trauma-engaged practices	Trauma-Engaged Schools Survey
Factor 13	Student need	Trauma-Engaged Schools Survey
<i>eLearning</i>		
eLearning total	Total number of trauma-related eLearning sessions taken by the staff at a school	eLearning
eLearning staff count	Number of staff at a school who have taken at least one trauma-related eLearning course	eLearning
eLearning total courses	Number of trauma-related eLearning courses taken by at least one staff member at a school	eLearning
Quintiles eLearning total	Five quintiles of trauma-related eLearning total (1-5)	eLearning
Quintiles eLearning staff count	Five quintiles of trauma-related eLearning staff count (1-5)	eLearning
Quintiles eLearning total courses	Five quintiles of trauma-related eLearning total courses (1-5)	eLearning
Average eLearning	Mean of quintiles trauma-related eLearning total, quintiles eLearning staff count, and quintiles eLearning total courses	eLearning
<i>Implementation</i>		
Summed survey components	Sum of all Trauma-Engaged Schools Survey components	Trauma-Engaged Schools Survey
Implementation score	Sum of survey components and average eLearning	Trauma-Engaged Schools Survey
Implementation level	Implementation score divided into three levels: limited implementation, emerging implementation, high implementation	Trauma-Engaged Schools Survey

Variable	Description	Source
<i>School characteristics</i>		
Enrollment ^b	School enrollment from the October 1, 2021, count day	AK DEED
Percent African American students	Percentage of African American students among all students enrolled in a school	AK DEED
Percent Alaska Native/American Indian students ^b	Percentage of Alaska Native/American Indian students among all students enrolled in a school	AK DEED
Percent Asian American/Pacific Islander students ^b	Percentage of Asian American/Pacific Islander students among all students enrolled in a school	AK DEED
Percent Caucasian students ^b	Percentage of Caucasian students among all students enrolled in a school	AK DEED
Percent Hispanic students ^b	Percentage of Hispanic students among all students enrolled in a school	AK DEED
Percent students of two or more races ^b	Percentage of students from two or more races among all students enrolled in a school	AK DEED
Percent economically disadvantaged students ^b	Percentage of students identified as economically disadvantaged among all students enrolled in a school	AK DEED
Percent English learner students ^b	Percentage of students identified as English learners among all students enrolled in a school	AK DEED
Percent students in foster care ^b	Percentage of students involved in foster care among all students enrolled in a school	AK DEED
Percent homeless students ^b	Percentage of students identified as homeless among all students enrolled in a school	AK DEED
Percent migrant students ^b	Percentage of students identified as migrant among all students enrolled in a school	AK DEED
Percent students with disabilities ^b	Percentage of students with disabilities among all students enrolled in a school	AK DEED
Percent students with active-duty parent/guardian ^b	Percentage of students with an active duty parent/guardian among all students enrolled in a school	AK DEED
Administrative spending ^b	School-level expenses plus the district-level expenses allocated to each school	AK DEED
Per student spending ^b	School-level per student spending	AK DEED
Full-time teachers ^b	Number of full-time teachers employed by a school	AK DEED
First-year full-time teachers ^b	Number of full-time teachers in the first year of a specific job at a school	AK DEED
<i>School outcome</i>		
English language arts mean score	School-level mean English language arts score on the Alaska System of Academic Readiness	AK DEED
Math mean score	School-level mean math score on the Alaska System of Academic Readiness	AK DEED
Science mean score	School-level mean science score on the Alaska Science Assessment	AK DEED
Expulsion rate	Percentage of students with one or more expulsion out of the total school enrollment	AK DEED
Suspension rate	Percentage of students with one or more suspension out of the total school enrollment	AK DEED
Law enforcement referrals	Percentage of students with one or more law enforcement referrals out of the total school enrollment	AK DEED
Attendance rate	School-level sum of aggregated days of attendance divided by the sum of aggregated days of membership, multiplied by 100	AK DEED

Variable	Description	Source
Four-year high school graduation rate	School-level four-year adjusted cohort high school graduation rate	AK DEED
Dropout rate	Percentage of all students enrolled that withdrew without transferring to a school that issues diplomas	AK DEED
<i>School Climate and Connectedness Survey scale</i>		
<i>Elementary school student survey (grades 3-5)</i>		
Caring others	School-level mean of the caring others scale	SCCS
Social-emotional learning	School-level mean of the social-emotional scale	SCCS
<i>Secondary school student survey (grades 6-12)</i>		
Caring adults	School-level mean of the caring adults scale	SCCS
Family and community involvement	School-level mean of the family and community involvement scale	SCCS
Cultural connectedness	School-level mean of the cultural connectedness scale	SCCS
High expectations	School-level mean of the high expectations scale	SCCS
Peer climate	School-level mean of the peer climate scale	SCCS
Respectful climate	School-level mean of the respectful climate scale	SCCS
School safety	School-level mean of the school safety scale	SCCS
Social-emotional learning	School-level mean of the social-emotional learning scale	SCCS
Student involvement	School-level mean of the student involvement scale	SCCS
Student delinquent behaviors ^c	School-level mean of the student delinquent behaviors scale	SCCS
Student drug and alcohol use ^c	School-level mean of the student drug and alcohol use scale	SCCS
<i>Staff survey</i>		
Staff beliefs	School-level mean of the staff beliefs scale	SCCS
Family and community	School-level mean of the family and community scale	SCCS
Cultural connectedness	School-level mean of the cultural connectedness scale	SCCS
Student delinquent behaviors ^c	School-level mean of the student delinquent behaviors scale	SCCS
Student involvement	School-level mean of the student involvement scale	SCCS
School leadership and involvement	School-level mean of the school leadership and involvement scale	SCCS
Peer climate	School-level mean of the peer climate scale	SCCS
School safety	School-level mean of the school safety scale	SCCS
Social-emotional learning	School-level mean of the social-emotional learning scale	SCCS
Staff-staff relationships	School-level mean of the staff-staff relationships scale	SCCS
Staff-student relationships	School-level mean of the staff-student relationships scale	SCCS
Student drug and alcohol use ^c	School-level mean of the student drug and alcohol use scale	SCCS

Note: Terms used for demographic variables use language from AK DEED.

a. Mean ratings on Trauma-Engaged Schools Survey component scales from 1, strongly disagree that the component was being implemented, to 5, strongly agree that it was being implemented.

b. Denotes variables used as controls in analyses for research questions 2 and 3.

c. Denotes variables that are reverse scored.

Source: Authors' compilation of variables based on 2022 school characteristic data and 2022 Trauma-Engaged Schools Survey data provided by AK DEED and 2022 School Climate and Connectedness Survey data provided by AASB.

Sample

Trauma-Engaged Schools Survey. In fall 2022, AK DEED administered the Trauma-Engaged Schools Survey to all 499 public schools in Alaska. The study team received the survey data via a downloaded data file encompassing all partial and complete responses ($n = 314$).

The study team took several steps to clean the data and determine the response rate (table A4). First, the study team identified duplicate respondents ($n = 21$). Of the duplicate respondents, the study team prioritized respondents by level of completeness and then, if both respondents had the same level of completeness, the most recent response was retained. Second, the study team removed five respondents that did not fit the scope of the project (such as statewide support program and vocational education centers), reducing the number of respondents to 288. Identical responses from 15 schools with shared buildings and shared school leaders were retained after consultation with AK DEED established that these were different schools. This brought the total to 303 respondents. Finally, 13 respondents were removed that had completed the identifier items (such as school name and roles of survey completion team) but had not completed any substantive items about trauma-engaged practices or policies. The cleaning process resulted in a sample of 290 public schools in Alaska, a 58 percent response rate.

Table A4. Trauma-Engaged Schools Survey response rate, fall 2022

Step	Change in number of respondents	Number of respondents
Downloaded survey data	na	314
Removed duplicates	-21	293
Removed nonpublic schools	-5	288
Added shared responses	+15	303
Removed schools that did not complete substantive items	-13	290
Final sample (58% response rate)	na	290
Removed schools with incomplete implementation data	-19	271
Final analytic sample	na	271

na is not applicable.

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data provided by the Alaska Department of Education and Early Development.

Of the 290 school respondents retained, 33 had missing items on the Trauma-Engaged Schools Survey relevant to calculating implementation levels (substantive items assessing trauma-engaged practices and policies; table A5). Of the 77 substantive items, the total percentage of missingness across these 33 schools ranged from 1-79 percent. Missingness does not appear to be related to specific items, as item-level missingness ranged from 0.3-4.8 percent.

Table A5. Trauma-Engaged Schools Survey missing data, fall 2022

Percent of substantive items missing	Number of respondents
1	15
5-10	6
20-50	5
More than 50	7
Total respondents with missing data	33

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data provided by the Alaska Department of Education and Early Development.

Because of the importance of Trauma-Engaged Schools Survey items to the calculation of implementation levels and to many of the study’s outcomes, the study team explored various approaches for handling missing data. The study team first ensured that there were no significant differences between schools with complete responses and those with partial responses. The means of several school characteristics, including school enrollment, student-teacher ratio, and number of full-time teachers, were similar for both groups of schools, and *t*-tests indicated that group differences for each of these school characteristics were not significant (table A6). The study team also used chi-square analysis to compare National Center for Education Statistics (2022) locales across the two groups and found no significant difference between schools with complete responses and those with partial responses.

Table A6. Characteristics of schools with complete and partial responses to the Trauma-Engaged Schools Survey, fall 2022

Characteristic	Complete responses		Partial responses		<i>t</i> -test	Standard error	<i>p</i> -value
	Mean	Standard deviation	Mean	Standard deviation			
Enrollment	220.02	271.43	206.67	294.70	-0.26	16.10	.79
Student-teacher ratio	15.52	14.22	21.72	31.42	1.97	0.01	.05
Full-time teachers	13.94	12.81	10.00	9.21	-1.71	0.74	.09

Source: Analyses based on 2022 school characteristic data provided by the Alaska Department of Education and Early Development.

In consultation with methodology experts, the study team retained respondents that had completed at least 80 percent of data for the survey and 80 percent of the data for each component scale, for a final analytic sample of 271. For the retained cases with missing data, the study team imputed the scale average for missing items on components for which the respondent had completed at least 80 percent of the data (McCartney & Burchinal, 2006).

School Climate and Connectedness Survey (SCCS) data. The SCCS is optional for districts. For the 2021/22 academic year, 32 of the 53 districts in Alaska (60 percent) participated in the SCCS. Because the response rate to the SCCS was below the National Center for Education Statistics standard of 85 percent, the study team conducted a nonresponse bias analysis (see appendix B).

Alaska Department of Education and Early Development administrative data. AK DEED provided uncensored school-level data on school characteristics and student outcomes for all 499 public schools in Alaska.

Trauma-related eLearning data. AK DEED provided trauma-related eLearning data for June 2017 to January 2023, including an unduplicated list of participants in each trauma-related eLearning course, using unique identifiers in lieu of participant names. Trauma-related eLearning participants have the option of identifying their school in their eLearning profile. School affiliation was available for 73 percent of the 3,353 unduplicated participant records. The study team removed any trauma-related eLearning data that were not connected with an Alaska public school, resulting in a list of 2,129 trauma-related eLearning participants from 390 schools. To merge trauma-related eLearning data with data from the Trauma-Engaged Schools Survey, individual trauma-related eLearning data were aggregated to the school level to create a schoolwide total number of participants for each course.

Interviews. Eligible entities for the selection of interviewees included schools that completed the Trauma-Engaged Schools Survey and districts in which at least one school completed the survey. From the 272 eligible schools in 45 districts, the study team sought to interview nine district leaders, nine school leaders, nine teachers, and nine support staff, for a total of 36 interviewees.

Because of the study’s interest in gathering perspectives across roles, role category was the most important characteristic for sampling and recruitment. District leaders were defined as superintendents or district-level directors, such as the director of student services or curriculum coordinator. School leaders were defined as principals or site administrators. Teachers were initially defined as any instructional staff. However, after receiving nominations primarily for special education teachers, the study team requested nominations for general education teachers to ensure that both were included in the sample. Finally, because of the wide range of school sizes and locales in Alaska, the study team defined support staff broadly as any school staff member who is not a teacher or school leader and who can speak to the school’s practices and policies, such as school counselors.

In addition to role category, the study team considered other characteristics to ensure that the sample adequately represented voices across the state. These characteristics included region (Far North, Interior, Southwest, Southcentral, and Southeast); implementation level (limited, emerging, and high); and school size, grade level, and locale (rural, suburb, town, and city).

Initially, the study team identified 36 schools for recruitment and potential inclusion in the interview data collection. For interviewee recruitment each school was assigned to one of four role groups (district leader, school leader, teacher, or support staff). The study team gathered contact information by searching school and district websites and calling schools. District leaders and school leaders received direct outreach from the study team. For teachers and support staff the study team first asked principals and site administrators to nominate a teacher or support staff member who would be

willing to share their perspectives about implementation of trauma-engaged practices. The study team then reached out directly to the nominated individuals. AK DEED also encouraged participation throughout the recruitment process through email reminders, listservs, and newsletters.

In total, from late summer to fall 2023, the study team sent outreach emails to 122 contacts. If potential participants did not reply, study team members sent follow-up emails and made phone calls. If initial contacts were still unresponsive, the study team sought alternate contacts at another school within the same implementation level and region, ideally matching in size, grade level, and locale. From these contacts, 36 individuals (9 from each role category) agreed to participate.

Interviewees represented schools from limited (28percent), emerging (39 percent), and high (33 percent) implementation groups and included schools from each region across Alaska, including Far North (17 percent), Interior (17 percent), Southcentral (25 percent), Southeast (17 percent), and Southwest (25 percent). Additionally, schools with varied grade level configurations, levels of student enrollment, numbers of full-time equivalent teachers, and geographic locales were represented (table A7).

Table A7. Interview sample characteristics, by role category, 2023

					Total	
District characteristic	District leaders	School leaders	Teachers	Support staff	Number	Percent
Region						
Far North	2	1	1	2	6	17
Interior	1	1	3	1	6	17
Southcentral	2	2	2	3	9	25
Southeast	1	2	1	2	6	17
Southwest	3	3	2	1	9	25

						Total
Implementation level						
Limited implementation	2	3	2	3	10	28
Emerging implementation	4	4	4	2	14	39
High implementation	3	2	3	4	12	33
Grade level						
PreK-12	7	2	5	3	17	47
K-12	2	0	0	0	2	6
Elementary	0	5	2	4	11	31
Middle	0	0	1	1	2	6
High	0	2	1	1	4	11
Student enrollment						
Range	359-43,054	30-324	15-688	26-396	na	na
Number of full-time equivalent teachers						
Range	28.86-2,510.26	2.42-30	2.15-35.73	3.2-22.6	na	na
Locale (urbanicity)						
Rural, remote	5	5	6	5	21	58
Suburb, small	0	1	1	0	2	6
Town, distant	3	3	1	2	9	25
City, small	0	0	0	1	1	3
City, large	1	0	1	1	3	8

na is not applicable.

Note: Percentages may not sum to 100 because of rounding.

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data provided by the Alaska Department of Education and Early Development and locale data from National Center for Education Statistics (2023).

Methods

Research question 1: What are the breadth and depth of school-level implementation of trauma-engaged practices and policies across the state as revealed by responses to the fall 2022 administration of the Trauma-Engaged Schools Survey? For research question 1 the study team sorted each school into one of three implementation levels: limited implementation, emerging implementation, or high implementation. The implementation level variable was then used as a predictor in research questions 2 and 3.

Two sources of data informed the determination of the implementation level thresholds: the Trauma-Engaged Schools Survey and data from AK DEED on school staff participation in trauma-related eLearning courses. The Trauma-Engaged Schools Survey consisted of 77 items across 13 scales, including 11 aligned with the Transforming Schools Framework components, that assessed awareness and use of trauma-engaged practices and policies. To assess the reliability of these components, the study team calculated Cronbach's alpha for each component (see table A1).

After establishing scale reliability, the study team considered how to incorporate Trauma-Engaged Schools Survey components into an implementation-level metric. In conversations with the study team, the survey development working group—many of whom had participated in developing the Transforming Schools Framework—and representatives of AK DEED expressed their belief that each of the 13 scales on the Trauma-Engaged Schools Survey plays an equally important role in assessing implementation of trauma-engaged practices. Thus, the study team calculated the mean score for each component and assigned a point value ranging from 1 to 5 (a mean of the Likert-type responses ranging from strongly disagree to strongly agree) for each school. Point values were summed for a possible total of 13-65 points for the Trauma-Engaged Schools Survey.

The trauma-related eLearning data from AK DEED included several variables that were used to inform an understanding of participation in the courses. Because Alaska's schools vary considerably in size, the number of school staff who have taken trauma-related eLearning courses does not sufficiently characterize trauma-related eLearning participation. Further, the study team could not calculate the proportion of staff who participated in trauma-related eLearning because it did not have data on the number of staff employed at each school. Thus, to reflect trauma-related eLearning participation, the study team included the following variables, all of which have correlations of less than .25 with school enrollment:

- Total number of trauma-related eLearning sessions.
- Number of school staff who have taken any trauma-related eLearning course.
- Number of trauma-related eLearning courses taken by at least one school staff member.

For each variable, the study team created five equal-size groups. Schools received points ranging from 1 to 5 based on their school's quintile, with 1 being the lowest and 5 the highest. The quintile scores for the three variables were then averaged, giving each school a total trauma-related eLearning score ranging from 1 to 5. Points for the Trauma-Engaged Schools Survey and trauma-related eLearning were combined for total possible points ranging from 14 to 70 for schools with complete data.

The study team explored three approaches for identifying implementation level cutoffs: tertiles, cluster analysis, and natural breaks (table A8). First, the study team divided the ordered distribution of implementation scores into tertiles. Although straightforward, dividing the data into tertiles did not accurately capture the reality of the state's implementation, which follows a bell curve, with most schools clustered in the middle of the distribution.

Second, the study team used cluster analysis to identify three distinct groups based on how closely associated school implementation scores were to each other. Using the Trauma-Engaged Schools Survey score and trauma-related eLearning scores separately in a cluster analysis model yielded eight clusters, which did not align with the targeted three levels of implementation. Though a three-group solution is possible using total implementation score as a single variable, cluster analysis is difficult to understand and ideally requires multiple variables to identify groups (Steinley & Brusco, 2008).

Finally, the study team examined several histograms and the overall distribution of the implementation scores to identify natural visual breaks in the discrete data. This approach resulted in identifying three groups by implementation scores: less than 44, 44-55, and more than 55. The study team felt that the natural breaks approach most accurately represented the data and would be the most intuitive for partners in Alaska to work with (see figure 3 in the main report). It is important to note that because implementation levels were based on the distribution of implementation scores that reflect a normal distribution, the thresholds for the three implementation levels do not reflect an exact measure of limited, emerging, or high implementation.

Table A8. Descriptive statistics for methodologies for identifying implementation levels of trauma-engaged practices and policies

Methodology and school implementation level	Number of schools	Mean	Standard deviation	Range of implementation scores
Tertiles				
Limited implementation	81	40.93	4.19	25.18–45.73
Emerging implementation	96	48.60	1.61	45.74–51.48
High implementation	94	55.91	3.84	51.50–67.05
Cluster analysis				
Limited implementation	52	38.76	3.73	25.18–43.38
Emerging implementation	136	48.06	2.36	43.48–52.23
High implementation	83	56.45	3.77	52.38–67.05
Natural breaks				
Limited implementation	57	39.20	3.83	25.18–43.97
Emerging implementation	170	49.47	3.05	44.11–54.98
High implementation	44	58.92	3.65	55.00–67.05

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data provided by the Alaska Department of Education and Early Development.

Research question 1a: To what extent are schools aware of or using the suite of Trauma-Engaged Schools resources?

School teams were asked to rate their awareness and use of the Trauma-Engaged Schools resources on a scale from 1 (strongly disagree) to 5 (strongly agree). Similarly, school teams were asked to rate their school’s implementation of each of the framework’s 11 components through a series of questions with responses ranging from 1 (strongly disagree) to 5 (strongly agree). These data were used to prepare a descriptive analysis. Means and standard deviations for each Trauma-Engaged Schools Survey item and scale are provided in appendix B.

Research question 1b: Does implementation of trauma-engaged practices vary between schools that are aware of or using the Trauma-Engaged Schools resources and other schools?

The Trauma-Engaged Schools Survey asked school teams to rate their awareness and use of the Trauma-Engaged Schools resources on a scale from 1 (strongly disagree) to 5 (strongly agree). Similarly, school teams were asked to rate their school’s implementation of each of the framework’s 11 components through a series of questions with responses ranging from 1 (strongly disagree) to 5 (strongly agree). These data were used to prepare a descriptive analysis. The study team created categorical variables based on ranges of average awareness and use responses and created crosstabs with means and standard deviations for each component scale (see table B2 in appendix B).

On the basis of the findings for research question 1b, the study team opted to conduct additional analyses to determine whether awareness or use of the resources was significantly associated with implementation of trauma-engaged practices. To account for the nesting of schools within districts, the study team conducted mixed-effects multilevel regressions with the awareness and use components predicting the overall mean trauma-engaged practices score (that is, the sum of the means of each of the 11 components of trauma-engaged practices). All school-level characteristics (see table A3) were used as controls. These results are in table B3 in appendix B.

Research question 2: Are there associations between levels of implementation of trauma-engaged practices, as measured by the fall 2022 Trauma-Engaged Schools Survey and trauma-related eLearning data, and 2021/22 school characteristics?

To examine the possibility of variation in associations between implementation levels and school characteristics, the study team used the implementation thresholds generated for research question 1 and calculated descriptive statistics for schools at each implementation level (see table B4 in appendix B). Next, the

study team conducted a logistic regression for predicting variation in associations between the likelihood of being in the emerging or high (relative to limited) implementation group and school characteristics (see table B5). To determine the best approach, the study team used a likelihood ratio test to show whether the use of an ordinal logistic regression would significantly improve the model fit of a multinomial logistic regression. The simplification to an ordinal model was rejected and, thus, the study team conducted a multinomial logistic regression. All school-level characteristics (see table A3) were used as controls. Prior to running this regression, the study team analyzed intraclass correlations to estimate the variance of school characteristics at the school level. Because many of the intraclass correlations were greater than .05 (LeBreton & Senter, 2008), the study team accounted for clustering at the district level with a multilevel model. Results of the multinomial logistic regression and sensitivity analyses are in tables B5 and B12.

Research question 3: Are there associations between levels of implementation of trauma-engaged practices, as measured by the fall 2022 Trauma-Engaged Schools Survey and trauma-related eLearning data, and school-level student or staff outcomes based on 2021/22 administrative data from AK DEED and AASB? To address this question, the study team used the school outcome data provided by AK DEED and the SCCS survey results provided by AASB along with the implementation levels identified for research question 1. The study team conducted a series of mixed-effects multilevel regressions to examine whether implementation level was significantly associated with student or staff outcomes in AK DEED or SCCS data, while controlling for several school-level characteristics (see table A3). Multilevel modeling was used to account for the nesting of schools within districts. Results of this approach and sensitivity analyses are in tables B6 and B13 in appendix B.

Because the 60 percent response rate on the SCCS was below the 85 percent standard of the National Center for Education Statistics, a nonresponse bias analysis was conducted to determine whether the SCCS sample was reflective of schools statewide. Nonresponse bias was identified in the sample of students responding to the secondary school SCCS and the sample of staff responding to the staff SCCS (see table B11 in appendix B). Multiple imputation was used to address these biases. Methods for the analysis and imputation are described in appendix B.

Research question 4: Based on responses to the fall 2022 Trauma-Engaged Schools Survey and interviews in 2023, what are the facilitators of and barriers to awareness and use of the suite of Trauma-Engaged Schools resources in schools across the state and to implementation of trauma-engaged practices? To enable a more robust understanding of implementation of trauma-engaged practices and policies and of the facilitators or barriers that schools encounter in implementing trauma-engaged practices, the study team interviewed samples of district leaders, school leaders, teachers, and support staff using semi-structured interview protocols. Interview recordings were transcribed using Rev.com. The study team reviewed each transcript to understand the breadth and depth of information shared (Richie et al., 2003).

Next, the study team developed unique codebooks for each interviewee role (see tables C1-C9 in appendix C). Codebooks focused on the facilitators of and barriers to the use of the suite of Trauma-Engaged Schools resources and implementation of trauma-engaged practices. Although the codebooks were unique to each interviewee role, numerous codes were relevant across roles and therefore included in each codebook. To ensure coder reliability, 10 transcripts (27.8 percent) were double coded by the two coders (Miles & Huberman, 1994). Interrater agreement for each code across the coders ranged from 80 percent to 100 percent. The remaining 26 transcripts were divided between the two coders, with one coder assigned to code district leader and school leader interviews, and the other to teacher and support staff interviews.

After coding, the study team conducted descriptive analyses of the interview data. First, the study team calculated the percentage of interviewees within and across roles for each code. For example, 69.4 percent of all interviewees, 77.8 percent of district leaders, 66.7 percent of school leaders, 66.7 percent of teachers, and 66.7

percent of support staff reported staff turnover and shortages as a barrier. Each code was also examined by implementation level. The study team examined the configuration of codes applied within and across roles as well as the content of coded material to identify key themes in the interview data. Results of the qualitative coding are in tables B8 and B9 in appendix B.

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Appendix B. Supporting analyses

This appendix includes supporting analyses for each research question as well as nonresponse bias analyses and corrections and sensitivity analyses conducted by the study team.

Analyses to support research questions

Research question 1: What are the breadth and depth of school-level implementation of trauma-engaged practices and policies across the state as revealed by responses to the fall 2022 administration of the Trauma-Engaged Schools Survey? Table B1 provides means and standard deviations for Trauma-Engaged Schools Survey items and scales, which are the means of the items for each survey section. Average ratings for these components ranged from 3.11 to 4.02 on a 5 point component scale, indicating average school responses of disagree some/agree some that they implement practices consistent with each component.

Table B1. Means and standard deviations for Trauma-Engaged Schools Survey scales and component scales
(*n* = 271 respondents)

Trauma-Engaged Schools Survey scale and component scale	Mean	Standard deviation
Awareness of suite of Trauma-Engaged Schools resources		
Awareness of <i>Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska</i>	3.17	1.07
Awareness of <i>Transforming Schools: Trauma-Engaged Toolkit</i>	2.99	1.04
Awareness of <i>Transforming Schools Quick Guide</i>	2.79	1.04
Awareness of the Association of Alaska School Boards (AASB) and the Alaska Department of Education and Early Development (AK DEED) professional development series webinars about trauma-engaged schools	3.03	1.03
Awareness of AK DEED's online trauma-engaged eLearning courses	3.33	1.09
Awareness of AK DEED's social media campaign about trauma-engaged schools	2.64	1.04
Awareness scale	2.99	0.87
Use of suite of Trauma-Engaged Schools resources		
Use of <i>Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska</i>	2.73	1.05
Use of <i>Transforming Schools: Trauma-Engaged Toolkit</i>	2.59	1.00
Use of <i>Transforming Schools Quick Guide</i>	2.46	0.96
Use of the AASB and AK DEED professional development series webinars about trauma-engaged schools	2.51	0.98
Use of AK DEED's online trauma-engaged eLearning courses	2.80	1.13
Use of AK DEED's social media campaign about trauma-engaged schools	2.32	0.93
Use scale	2.57	0.86
Component scales of Transforming Schools Framework^a		
<i>Planning and coordination of schoolwide efforts</i>		
Agree/disagree: District and school staff collaborate to develop trauma-engaged practices for this school	3.44	0.97
Agree/disagree: Stakeholders (e.g., parents, students) are involved in planning and coordinating trauma-engaged efforts for this school	2.76	0.99
Agree/disagree: The policies, guidelines, and handbooks regarding trauma-engaged practices for this school are well aligned	2.96	1.01
Agree/disagree: This school has a multidisciplinary team that plans for trauma-engaged practices	3.16	1.07
Agree/disagree: This school regularly collects, interprets, and disseminates data used to support trauma-engaged practices (e.g., discipline data, mental health screening, referrals to treatment)	3.06	1.07
Agree/disagree: This school is engaged in visioning and plan development using a trauma-engaged lens	3.24	1.04
Agree/disagree: Trauma-engaged practices have been integrated into the school's strategic plans	3.18	1.07
Planning component scale	3.11	0.86

Trauma-Engaged Schools Survey scale and component scale	Mean	Standard deviation
<i>Policy considerations</i>		
Agree/disagree: District and school staff collaborate to develop well-aligned trauma-engaged policies for this school	3.04	1.00
Agree/disagree: This school's policies are aligned with social-emotional learning and trauma-engaged approaches	3.53	0.95
Agree/disagree: This school uses policies that contribute to a safe and supportive school environment	4.06	0.80
Agree/disagree: Students and community members are involved in making policy decisions for this school	3.34	0.96
Policy component scale	3.49	0.73
<i>Deconstructing trauma</i>		
Agree/disagree: Staff at this school understand adverse childhood events, stress, and trauma	3.92	0.82
Agree/disagree: This school uses trauma-engaged practices to discipline (e.g., restorative practice, nonpunitive)	3.80	0.93
Agree/disagree: Staff at this school have meaningful conversations about how trauma and resilience manifest in the school community	3.75	0.85
Agree/disagree: Strength-based language is used throughout this school community	3.50	0.89
Agree/disagree: This school has developed a master list of trauma-engaged resources and supports	2.75	1.00
Trauma component scale	3.54	0.69
<i>Relationship building</i>		
Agree/disagree: This school develops community through visible representations of local cultures throughout the building	3.86	0.85
Agree/disagree: This school recognizes and celebrates a wide range of student successes	4.23	0.68
Agree/disagree: This school has integrated relationship building into its vision or mission	4.05	0.78
Agree/disagree: Staff in this school develop plans for building positive relationships	4.10	0.77
Agree/disagree: This school conducts ongoing reviews of data (e.g., school climate, student perceptions) to assess relationships and stakeholder satisfaction	3.84	0.92
Relationships component scale	4.02	0.60
<i>Schoolwide practices and climate</i>		
Agree/disagree: This school maintains a safe and welcoming physical school environment	4.44	0.62
Agree/disagree: This school uses a schoolwide restorative practices approach	3.69	0.96
Agree/disagree: Staff and students in this school collaborated in the creation of a school behavior purpose statement with positive expectations aligned with cultural and community values	3.38	1.05
Agree/disagree: This school engaged in the co-creation of a shared vision and goals for improving school climate and connectedness	3.65	0.92
Agree/disagree: This school uses the School Climate and Connectedness Survey (SCCS) or other school climate assessment	3.91	1.02
Agree/disagree: This school documents changes needed to improve climate and develops plans to address needs	3.64	0.87
Agree/disagree: This school's practices and policies are aligned with cultural and community values	3.92	0.80
Climate component scale	3.80	0.63
<i>Skill instruction</i>		
Agree/disagree: This school encourages the development of overall social-emotional skills	4.30	0.73
Agree/disagree: This school supports the development of social, emotional, and behavioral skills that help youth overcome life stressors	4.28	0.72
Agree/disagree: This school encourages the development of self-regulation skills	4.25	0.71
Agree/disagree: This school encourages the development of responsible decisionmaking skills	4.26	0.68

Trauma-Engaged Schools Survey scale and component scale	Mean	Standard deviation
Agree/disagree: This school has developed a process to identify developmentally matched social-emotional learning skills needed to meet schoolwide behavior expectations	3.66	1.00
Agree/disagree: Staff at this school are accountable for student social-emotional skill development	3.77	0.98
Agree/disagree: Staff at this school have access to professional learning on social-emotional skill development	3.94	0.83
Agree/disagree: Staff at this school use the hand model of the brain to learn and teach about trauma	2.77	1.13
Skills component scale	3.90	0.66
<i>Support services</i>		
Agree/disagree: This school engages with local or regional health organizations to support student needs	3.83	0.94
Agree/disagree: This school engages with local or regional behavioral health organizations to support student needs	3.81	0.88
Agree/disagree: This school has developed protocols for memorandums of agreement and release of information documents for sharing of information with medical and behavioral health providers	3.83	0.97
Agree/disagree: This school engages student support teams	3.75	1.03
Agree/disagree: This school has developed peer-to-peer programs (e.g., peer tutoring, peer mentoring)	2.93	1.12
Agree/disagree: This school has at least a half-time health provider (e.g., school nurse)	2.80	1.68
Agree/disagree: This school has at least a half-time mental health provider (e.g., school counselor, school social worker)	3.42	1.52
Supports component scale	3.48	0.69
<i>Cultural integration and community co-creation</i>		
Agree/disagree: This school includes culture and community context in curricula	3.85	0.84
Agree/disagree: This school engages with local tribes or cultural groups	3.77	0.99
Agree/disagree: This school engages with community members	4.21	0.73
Agree/disagree: Staff at this school use culturally responsive practices	3.90	0.82
Agree/disagree: This school has an ongoing review of curricula through culturally responsive, place-based, and intergenerational healing lenses	3.26	1.09
Agree/disagree: School leadership procures and provides access to professional learning on culturally responsive practices	3.66	0.98
Culture component scale	3.78	0.72
<i>Family partnership</i>		
Agree/disagree: This school utilizes social media to share opportunities or key messages with families and community members	4.24	0.85
Agree/disagree: This school has practices that allow staff to invite feedback from families in a variety of ways	3.89	0.80
Agree/disagree: This school has practices that allow staff to set goals for connecting with families and to track progress on goals	3.47	0.95
Agree/disagree: This school has developed an inventory of approaches for building family connections	3.34	1.02
Agree/disagree: This school is a welcoming place for families	4.38	0.62
Agree/disagree: This school connects with families in their native language (e.g., translates school messages, provides interpreters)	3.37	1.13
Families component scale	3.78	0.63
<i>Self-care</i>		
Agree/disagree: Leadership at this school supports staff in prioritizing self-care in concrete ways (e.g., provide dedicated time, provide professional learning related to self-care)	3.90	0.89
Agree/disagree: Staff in this school have the opportunity to use practices (e.g., mindfulness, breathing, meditation) that help prevent and address stress, burnout, secondary trauma, and compassion fatigue	3.67	0.89
Agree/disagree: Staff in this school are trained to recognize signs of fatigue or trauma	3.36	0.97

Trauma-Engaged Schools Survey scale and component scale	Mean	Standard deviation
Agree/disagree: Staff in this school have knowledge of self-care techniques (e.g., mindfulness, breathing, meditation)	3.76	0.83
Agree/disagree: Students in this school have knowledge of self-care techniques (e.g., mindfulness, breathing, meditation)	3.60	0.87
Agree/disagree: Students in this school have the opportunity to use self-care techniques (e.g., mindfulness, breathing, meditation)	3.75	0.85
Self-care component scale	3.67	0.71
Professional learning		
Agree/disagree: Staff at this school have time allotted for professional learning	4.24	0.79
Agree/disagree: Staff at this school have access to professional learning on trauma-engaged practices	3.90	0.83
Agree/disagree: Staff at this school develop or co-develop professional learning experiences	3.65	0.93
Agree/disagree: This school uses feedback to evaluate training and professional learning	3.68	0.93
Professional Learning component scale	3.87	0.68

a. Mean ratings on Trauma-Engaged Schools Survey component scales from 1, strongly disagree that the component was being implemented, to 5, strongly agree that it was being implemented.

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data provided by the Alaska Department of Education and Early Development.

Research question 1a: To what extent are schools aware of or using the suite of Trauma-Engaged Schools resources?

The study team calculated means (M) and standard deviations (SD) for Trauma-Engaged Schools Survey items related to awareness and use of the Trauma-Engaged Schools resources (see table B1). The study team created categorical variables based on the following ranges of average awareness and use responses: 1-1.5 = strongly disagree, 1.51-2.5 = disagree, 2.51-3.5 = disagree some/agree some, 3.51-4.5 = agree, and 4.51-5 = strongly agree. Average ratings across items assessing awareness of the Trauma-Engaged Schools resources on a 5 point scale indicate average school responses of disagree some/agree some (M = 2.99, SD = 0.87). Average ratings for items assessing use of the Trauma-Engaged Schools resources were lower (M = 2.57, SD = 0.86), indicating average school responses of disagree to disagree some/agree some that they use the Trauma-Engaged Schools resources.

Research question 1b: Does implementation of trauma-engaged practices vary between schools that are aware of or using the Trauma-Engaged Schools resources and other schools? Schools that reported that they strongly disagree or disagree that they are aware of the Trauma-Engaged Schools resources had average implementation scores indicative of responses of disagree some/agree some to agree on items assessing implementation of trauma-engaged practices (table B2). Schools indicating that they agree or strongly agree that they are aware of the Trauma-Engaged Schools resources had average implementation scores indicative of responses of agree to strongly agree on items assessing implementation of trauma-engaged practices. This difference was even more pronounced when school teams were asked whether they use the Trauma-Engaged Schools resources, with mean scores of 4.58, which is higher than the mean for awareness.

The study team conducted mixed-effects multilevel regressions with the awareness and use scales predicting the overall mean trauma-engaged practices score (the sum of the means of each of the 11 component scales of trauma-engaged practices). All school-level characteristics (see table B1) were used as controls. Results suggest that for each 1 point increase in awareness scores, there was a 0.67 point increase in mean trauma-engaged practices scores. Similarly, for each 1 point increase in use scores, there was a 0.84 point increase in trauma-engaged practices scores (table B3).

Table B2. Means (M) and standard deviations (SD) of implementation components by awareness and use of Trauma-Engaged Schools resources

Awareness or use	n	Planning	Policy	Trauma	Relationships	Climate	Skills	Support	Culture	Family	Self-care	Professional learning	All practices
Awareness													
Strongly disagree	20	<i>M</i> = 2.19 <i>SD</i> = 1.08	<i>M</i> = 2.89 <i>SD</i> = 1.14	<i>M</i> = 2.93 <i>SD</i> = .99	<i>M</i> = 3.73 <i>SD</i> = .89	<i>M</i> = 3.64 <i>SD</i> = 1.00	<i>M</i> = 3.54 <i>SD</i> = 1.00	<i>M</i> = 3.43 <i>SD</i> = .87	<i>M</i> = 3.40 <i>SD</i> = .99	<i>M</i> = 3.58 <i>SD</i> = .92	<i>M</i> = 3.21 <i>SD</i> = .91	<i>M</i> = 3.64 <i>SD</i> = .96	<i>M</i> = 3.29 <i>SD</i> = .79
Disagree	53	<i>M</i> = 2.65 <i>SD</i> = .73	<i>M</i> = 3.24 <i>SD</i> = .68	<i>M</i> = 3.31 <i>SD</i> = .64	<i>M</i> = 3.97 <i>SD</i> = .52	<i>M</i> = 3.68 <i>SD</i> = .56	<i>M</i> = 3.68 <i>SD</i> = .57	<i>M</i> = 3.35 <i>SD</i> = .60	<i>M</i> = 3.60 <i>SD</i> = .72	<i>M</i> = 3.75 <i>SD</i> = .56	<i>M</i> = 3.55 <i>SD</i> = .67	<i>M</i> = 3.69 <i>SD</i> = .71	<i>M</i> = 3.50 <i>SD</i> = .44
Disagree some/ agree some	136	<i>M</i> = 3.18 <i>SD</i> = .73	<i>M</i> = 3.49 <i>SD</i> = .64	<i>M</i> = 3.52 <i>SD</i> = .58)	<i>M</i> = 3.96 <i>SD</i> = .57	<i>M</i> = 3.76 <i>SD</i> = .60	<i>M</i> = 3.83 <i>SD</i> = .61	<i>M</i> = 3.44 <i>SD</i> = .70	<i>M</i> = 3.73 <i>SD</i> = .63	<i>M</i> = 3.75 <i>SD</i> = .57	<i>M</i> = 3.63 <i>SD</i> = .64	<i>M</i> = 3.87 <i>SD</i> = .60	<i>M</i> = 3.64 <i>SD</i> = .46
Agree	51	<i>M</i> = 3.61 <i>SD</i> = .69	<i>M</i> = 3.86 <i>SD</i> = .49	<i>M</i> = 3.89 <i>SD</i> = .57	<i>M</i> = 4.25 <i>SD</i> = .48	<i>M</i> = 4.00 <i>SD</i> = .51	<i>M</i> = 4.16 <i>SD</i> = .58	<i>M</i> = 3.64 <i>SD</i> = .62	<i>M</i> = 4.16 <i>SD</i> = .57	<i>M</i> = 3.95 <i>SD</i> = .58	<i>M</i> = 3.92 <i>SD</i> = .62	<i>M</i> = 4.10 <i>SD</i> = .63	<i>M</i> = 3.95 <i>SD</i> = .43
Strongly agree	11	<i>M</i> = 3.95 <i>SD</i> = .82	<i>M</i> = 4.18 <i>SD</i> = .74	<i>M</i> = 4.47 <i>SD</i> = .42	<i>M</i> = 4.35 <i>SD</i> = .77	<i>M</i> = 4.36 <i>SD</i> = .57	<i>M</i> = 4.85 <i>SD</i> = .20	<i>M</i> = 3.99 <i>SD</i> = .85	<i>M</i> = 4.06 <i>SD</i> = 1.03	<i>M</i> = 3.92 <i>SD</i> = 1.03	<i>M</i> = 4.41 <i>SD</i> = .84	<i>M</i> = 4.05 <i>SD</i> = .79	<i>M</i> = 4.25 <i>SD</i> = .50
Use													
Strongly disagree	34	<i>M</i> = 2.29 <i>SD</i> = .92	<i>M</i> = 2.89 <i>SD</i> = .90	<i>M</i> = 2.98 <i>SD</i> = .86	<i>M</i> = 3.69 <i>SD</i> = .80	<i>M</i> = 3.43 <i>SD</i> = .89	<i>M</i> = 3.54 <i>SD</i> = .87	<i>M</i> = 3.48 <i>SD</i> = .70	<i>M</i> = 3.38 <i>SD</i> = .94	<i>M</i> = 3.53 <i>SD</i> = .83	<i>M</i> = 3.35 <i>SD</i> = .79	<i>M</i> = 3.59 <i>SD</i> = .84	<i>M</i> = 3.29 <i>SD</i> = .67
Disagree	100	<i>M</i> = 2.82 <i>SD</i> = .77	<i>M</i> = 3.23 <i>SD</i> = .68	<i>M</i> = 3.40 <i>SD</i> = .59	<i>M</i> = 3.97 <i>SD</i> = .50	<i>M</i> = 3.73 <i>SD</i> = .54	<i>M</i> = 3.78 <i>SD</i> = .57	<i>M</i> = 3.24 <i>SD</i> = .65	<i>M</i> = 3.64 <i>SD</i> = .62	<i>M</i> = 3.71 <i>SD</i> = .57	<i>M</i> = 3.53 <i>SD</i> = .67	<i>M</i> = 3.79 <i>SD</i> = .66	<i>M</i> = 3.52 <i>SD</i> = .42
Disagree some/ agree some	108	<i>M</i> = 3.42 <i>SD</i> = .61	<i>M</i> = 3.70 <i>SD</i> = .51	<i>M</i> = 3.67 <i>SD</i> = .57	<i>M</i> = 4.07 <i>SD</i> = .57	<i>M</i> = 3.88 <i>SD</i> = .55	<i>M</i> = 3.97 <i>SD</i> = .60	<i>M</i> = 3.60 <i>SD</i> = .65	<i>M</i> = 3.89 <i>SD</i> = .63	<i>M</i> = 3.85 <i>SD</i> = .52	<i>M</i> = 3.74 <i>SD</i> = .62	<i>M</i> = 3.96 <i>SD</i> = .62	<i>M</i> = 3.79 <i>SD</i> = .43
Agree	24	<i>M</i> = 3.85 <i>SD</i> = .63	<i>M</i> = 4.10 <i>SD</i> = .62	<i>M</i> = 4.12 <i>SD</i> = .45	<i>M</i> = 4.26 <i>SD</i> = .57	<i>M</i> = 4.14 <i>SD</i> = .52	<i>M</i> = 4.45 <i>SD</i> = .47	<i>M</i> = 3.75 <i>SD</i> = .64	<i>M</i> = 4.19 <i>SD</i> = .73	<i>M</i> = 3.98 <i>SD</i> = .79	<i>M</i> = 4.28 <i>SD</i> = .58	<i>M</i> = 4.06 <i>SD</i> = .58	<i>M</i> = 4.11 <i>SD</i> = .43
Strongly agree	5	<i>M</i> = 4.37 <i>SD</i> = .79	<i>M</i> = 4.5 <i>SD</i> = .59	<i>M</i> = 4.76 <i>SD</i> = .26	<i>M</i> = 4.88 <i>SD</i> = .18	<i>M</i> = 4.71 <i>SD</i> = .34	<i>M</i> = 4.78 <i>SD</i> = .27	<i>M</i> = 4.49 <i>SD</i> = .85	<i>M</i> = 4.63 <i>SD</i> = .73	<i>M</i> = 4.57 <i>SD</i> = .57	<i>M</i> = 4.27 <i>SD</i> = 1.00	<i>M</i> = 4.45 <i>SD</i> = .87	<i>M</i> = 4.58 <i>SD</i> = .40

Note: For awareness and use scores, 1-1.5 = strongly disagree, 1.51-2.5 = disagree, 2.51-3.5 = disagree some/agree some, 3.51-4.5 = agree, 4.51-5 = strongly agree.

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data provided by the Alaska Department of Education and Early Development.

Table B3. Results of mixed-effects multilevel regressions predicting associations between awareness or use and mean implementation of trauma-engaged practices

Trauma-Engaged Schools scale	B	Standard error	z-test	p-value
Awareness	.67	0.10	6.85	<.01**
Use	.84	0.09	8.72	<.01**

** Significant at $p < .01$.

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data provided by the Alaska Department of Education and Early Development.

Research question 2: Are there associations between levels of implementation of trauma-engaged practices, as measured by the fall 2022 Trauma-Engaged Schools Survey and trauma-related eLearning data, and 2021/22 school characteristics? Most school characteristics included in the study, such as enrollment, student racial/ethnic composition, and percentage of economically disadvantaged students, were similar across implementation levels after other school characteristic covariates were controlled for (table B4). The only characteristic that showed consistent differences across implementation levels was the percentage of students in foster care in the school. Findings suggest that schools at the emerging and high implementation levels had higher percentages of students in foster care than did schools at the limited implementation level. The mean percentage of students in foster care for schools was 1.82 for limited implementation schools, 3.09 for emerging implementation schools, and 2.41 for high implementation schools.

Table B4. Descriptive statistics of school characteristics, by school implementation level

Characteristic	Limited implementation			Emerging implementation			High implementation		
	n	Mean	Standard deviation	n	Mean	Standard deviation	n	Mean	Standard deviation
Enrollment	57	205.39	263.30	169	217.51	241.98	44	250.05	364.74
Percent African American students	57	1.05	2.40	169	1.22	2.28	44	1.23	2.52
Percent Caucasian students	57	26.68	29.51	169	33.77	30.52	44	36.82	31.92
Percent Alaska Native/American Indian students	57	56.07	39.85	169	46.24	40.03	44	44.18	39.40
Percent Asian American/Pacific Islander students	57	4.01	10.39	169	4.62	8.92	44	4.00	6.97
Percent Hispanic students	57	3.75	8.33	169	4.24	5.25	44	4.29	4.82
Percent students of two or more races	57	8.45	10.32	169	9.91	10.63	44	9.49	8.23
Percent economically disadvantaged students	57	51.62	31.39	169	48.37	29.77	44	43.56	29.36
Percent English learner students	57	15.54	24.89	169	12.92	21.06	44	13.25	21.51
Percent students in foster care	57	1.82	2.62	169	3.09	4.91	44	2.41	3.35
Percent homeless students	57	1.66	3.19	169	1.95	3.40	44	2.58	4.40
Percent migrant students	57	16.08	17.58	169	11.81	16.41	44	6.49	12.69
Percent students with disabilities	57	13.44	6.57	169	17.03	8.99	44	17.03	7.46
Percent students with active-duty parent/guardian	57	2.91	11.37	169	3.96	11.00	44	5.70	16.58
Administrative spending	49	217.23	278.98	148	227.43	248.58	38	263.94	382.82
Per student expenditure	49	34,657.76	21,443.71	148	32,937.51	17,822.85	38	32,003.00	16,968.56
Full-time teachers	57	13.63	13.91	169	14.11	12.68	44	13.71	11.33
First-year full-time teachers	57	0.08	0.10	169	0.06	0.11	44	0.06	0.09

Note: Terms used for demographic variables use language from Alaska Department of Education and Early Development.

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data and 2022 school characteristic data provided by the Alaska Department of Education and Early Development.

A multinomial logistic regression accounting for clustering at the district level was used to predict variation in associations between the likelihood of being at the emerging or high (relative to limited) implementation level and school characteristics. Results indicate a statistically significant association between the percentage of students in foster care in the school and the school's likelihood of being at a higher implementation level (table B5).

Table B5. Results of multinomial logistic regression predicting variation in association between the likelihood of being in an emerging or high (relative to limited) implementation group and school characteristics

Implementation level	School characteristic	B	Standard error	z-test	p-value
Limited implementation	na	Reference category			
Emerging implementation	Enrollment	0.07	0.03	2.57	.01*
	Percent Alaska Native/American Indian students	0.00	0.15	0.00	1.00
	Percent Asian American/Pacific Islander students	0.02	0.17	0.14	.89
	Percent Caucasian students	0.02	0.15	0.14	.89
	Percent Hispanic students	-0.02	0.13	-0.14	.89
	Percent students of two or more races	-0.01	0.15	-0.05	.96
	Percent economically disadvantaged students	0.00	0.00	0.41	.68
	Percent English learner students	0.01	0.01	0.80	.43
	Percent students in foster care	0.28	0.07	4.13	<.01**
	Percent homeless students	0.10	0.13	0.76	.45
	Percent migrant students	-0.01	0.01	-1.43	.15
	Percent students with disabilities	0.03	0.03	0.86	.39
	Percent students with active-duty parent/guardian	0.02	0.01	1.27	.20
	Administrative spending	-0.07	0.03	-2.45	.01*
	Per student expenditure	0.00	0.00	0.94	.35
	Full-time teachers	-0.07	0.04	-1.73	.08
	First-year full-time teachers	-2.47	1.65	-0.07	.95
High implementation	Enrollment	0.04	0.04	1.01	.31
	Percent Alaska Native/American Indian students	0.04	0.10	0.40	.69
	Percent Asian American/Pacific Islander students	0.05	0.11	0.43	.67
	Percent Caucasian students	0.05	0.09	0.61	.54
	Percent Hispanic students	-0.02	0.13	-0.14	.89
	Percent students of two or more races	0.02	0.11	0.22	.82
	Percent economically disadvantaged students	0.00	0.01	0.28	.78
	Percent English learner students	0.01	0.01	1.06	.29
	Percent students in foster care	0.23	0.07	3.40	<.01**
	Percent homeless students	0.15	0.15	1.03	.30
	Percent migrant students	-0.05	0.02	-2.34	.02*
	Percent students with disabilities	0.05	0.04	1.28	.12
	Percent students with active-duty parent/guardian	0.03	0.02	1.54	.12
	Administrative spending	-0.03	0.04	-0.85	.40
	Per student expenditure	0.00	0.00	0.39	.70
	Full-time teachers	-0.11	0.05	-2.37	.02*
	First-year full-time teachers	-1.90	2.37	-0.80	.42

* Significant at $p < .05$; ** significant at $p < .01$.

na is not applicable.

Note: Terms used for demographic variables use language from Alaska Department of Education and Early Development. The analysis did not include the percentage of African American students enrolled, which was the smallest demographic group, to avoid multicollinearity.

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data and 2022 school characteristic data provided by the Alaska Department of Education and Early Development.

Research question 3: Are there associations between levels of implementation of trauma-engaged practices, as measured by the fall 2022 Trauma-Engaged Schools Survey and trauma-related eLearning data, and school-level student or staff outcomes based on 2021/22 administrative data from AK DEED and the Association of Alaska School Boards? The study team used a series of mixed-effects multilevel regressions to examine whether implementation level was significantly associated with student or staff outcomes in AK DEED data or School Climate and Connectedness Survey (SCCS) data (tables B6 and B7). Implementation level was a significant predictor of ratings on two scales in the SCCS. On the elementary school student SCCS, after school-level characteristics were controlled for, high implementation schools had higher average scores on the caring others scale compared with limited implementation schools. The caring others scale asks students about their relationships with other students and adults at their school and with adults in their community. Results indicate that, compared with limited implementation schools, attending a high implementation school is associated with caring others scores that are 0.10 point higher. On the secondary school student SCCS, after school-level characteristics were controlled for, both emerging and high implementation schools had significantly higher scores on the cultural connectedness scale compared with limited implementation schools. The cultural connectedness scale asks students about their sense of belonging to their culture and the extent to which their school values their culture. Results indicate that, compared with limited implementation schools, attending an emerging implementation school is associated with cultural connectedness scores that are 0.81 point higher. Further, compared with limited implementation schools, attending a high implementation school is associated with scores that are 1.43 points higher.

Table B6. Results of mixed-effects multilevel regressions predicting the association between implementation level and student and staff outcomes using Alaska Department of Education and Early Development data

Student or staff outcome	Implementation level	B	Standard error	z-test	p-value
English language arts mean score	Emerging implementation	2.51	2.07	1.21	.23
	High implementation	1.59	2.71	0.59	.56
Math mean score	Emerging implementation	2.62	2.99	0.88	.38
	High implementation	3.16	3.93	0.80	.42
Science mean score	Emerging implementation	-4.76	3.38	-1.41	.16
	High implementation	-6.00	4.39	-1.37	.17
Expulsion rate	Emerging implementation	-0.03	0.02	-1.74	.08
	High implementation	-0.01	0.02	-0.57	.57
Suspension rate	Emerging implementation	0.09	0.87	0.10	.92
	High implementation	-0.01	1.13	-0.01	.99
Law enforcement referrals	Emerging implementation	0.16	0.28	0.56	.58
	High implementation	-0.08	0.37	-0.21	.83
Attendance rate	Emerging implementation	-0.55	0.82	-0.67	.50
	High implementation	2.06	1.06	1.95	.05
Four-year high school graduation rate	Emerging implementation	7.63	5.57	1.37	.17
	High implementation	10.48	6.91	1.52	.13
Dropout rate	Emerging implementation	0.27	1.79	0.15	.88
	High implementation	-0.59	2.25	-0.26	.79

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data and 2022 school characteristic data provided by the Alaska Department of Education and Early Development.

Table B7. Results of mixed-effects multilevel regressions predicting the association between implementation level and student and staff outcomes using School Climate and Connectedness Survey data

Survey and student or staff outcome	Implementation level	<i>B</i>	Standard error	<i>z</i> -test	<i>p</i> -value
Elementary school student survey (grade 3-5)					
Caring others	Emerging implementation	0.04	0.24	1.62	.10
	High implementation	0.10	0.04	2.32	.02*
Social-emotional learning	Emerging implementation	0.01	0.02	0.45	.65
	High implementation	-0.05	0.04	-1.24	.22
Secondary school student survey (grades 6-12)					
Caring adults	Emerging implementation	0.01	0.09	0.05	.96
	High implementation	0.08	0.13	0.57	.57
Family and community involvement	Emerging implementation	0.02	0.08	0.31	.76
	High implementation	0.03	0.11	0.28	.78
Cultural connectedness	Emerging implementation	0.81	0.09	8.92	<.01**
	High implementation	1.43	0.12	11.80	<.01**
High expectations	Emerging implementation	0.00	0.08	0.03	.98
	High implementation	0.03	0.13	0.21	.84
Peer climate	Emerging implementation	0.08	0.12	0.71	.48
	High implementation	0.17	0.17	1.00	.32
Respectful climate	Emerging implementation	0.00	0.10	-0.08	.94
	High implementation	0.05	0.15	0.33	.74
School safety	Emerging implementation	0.02	0.10	0.23	.82
	High implementation	0.08	0.16	0.52	.60
Social-emotional learning	Emerging implementation	-0.01	0.06	-0.23	.82
	High implementation	0.00	0.09	0.03	.98
Student involvement	Emerging implementation	0.03	0.10	0.25	.80
	High implementation	0.12	0.16	0.76	.45
Student delinquent behaviors	Emerging implementation	0.01	0.11	0.08	.94
	High implementation	0.09	0.18	0.50	.62
Student drug and alcohol use	Emerging implementation	-0.01	0.10	-0.15	.89
	High implementation	0.04	0.14	0.26	.80
Staff survey					
Staff beliefs	Emerging implementation	0.03	0.04	0.66	.51
	High implementation	0.11	0.07	1.51	.14
Family and community	Emerging implementation	0.03	0.10	0.34	.73
	High implementation	0.02	0.13	0.18	.85
Cultural connectedness	Emerging implementation	0.07	0.08	0.93	.36
	High implementation	0.14	0.12	1.14	.26
Student delinquent behaviors	Emerging implementation	0.05	0.09	0.52	.60
	High implementation	0.16	0.13	1.24	.22
Student involvement	Emerging implementation	0.10	0.09	1.16	.25
	High implementation	0.21	0.11	1.97	.05

Survey and student or staff outcome	Implementation level	B	Standard error	z-test	p-value
School leadership and involvement	Emerging implementation	0.05	0.10	0.27	.63
	High implementation	0.14	0.14	1.01	.32
Peer climate	Emerging implementation	0.08	0.08	1.03	.30
	High implementation	0.20	0.12	1.62	.11
School safety	Emerging implementation	0.08	0.09	0.94	.35
	High implementation	0.15	0.13	1.10	.27
Social-emotional learning	Emerging implementation	0.05	0.07	0.72	.48
	High implementation	0.15	0.12	1.26	.21
Staff-staff relationships	Emerging implementation	0.05	0.08	0.56	.57
	High implementation	0.08	0.13	0.57	.57
Staff-student relationships	Emerging implementation	0.07	0.07	1.05	.30
	High implementation	0.18	0.11	1.67	.10
Student drug and alcohol use	Emerging implementation	-0.03	0.08	-0.35	.73
	High implementation	-0.07	0.10	-0.68	.50

* Significant at $p < .05$; ** significant at $p < .01$.

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data and 2022 School Climate and Connectedness Survey data provided by Alaska Association of School Boards.

Research question 4: Based on responses to the fall 2022 Trauma-Engaged Schools Survey and interviews in 2023, what are the facilitators of and barriers to awareness and use of the suite of Trauma-Engaged Schools resources in schools across the state and to implementation of trauma-engaged practices? The study team conducted descriptive analyses of the coded interview data. To help with identifying themes, the study team categorized codes into larger groups, called parent codes, which contain smaller, related child codes. Table B8 on implementation facilitators and table B9 on implementation barriers present the percentage of interviewees within and across roles for which each code was present.

Table B8. Percentage of interviewees identifying implementation facilitators, by parent and child code and interviewee role

Facilitator parent code	Facilitator child code	Teachers	Support staff	School leaders	District leaders	Overall
Alaska Department of Education and Early Development (AK DEED) resources	na	55.56	33.33	55.56	88.89	58.33
	Other facilitator for AK DEED resources	33.33	11.11	22.22	66.67	33.33
	Physical book	11.11	11.11	22.22	44.44	22.22
	AK DEED trainings and conferences [†] (coded for support staff, school leaders, and district leaders)	11.11	22.22	0.00	11.11	11.11
	Previous positive experience	0.00	0.00	11.11	11.11	5.56
	Prioritizing/starting small (coded for school leaders and district leaders)	0.00	0.00	0.00	11.11	2.78
	Outside insights (coded for teachers)	11.11	0.00	0.00	0.00	2.78
Staff	na	55.56	88.89	88.89	77.78	77.78
	Staff buy-in	22.22	66.67	77.78	44.44	52.78
	Shared values	44.44	44.44	33.33	33.33	38.89
	Staff collaboration	22.22	44.44	22.22	22.22	27.78
	Staff skill/expertise	0.00	33.33	22.22	44.44	25.00
	Testimonials/positive impact	0.00	11.11	22.22	44.44	19.44
	Shared knowledge	0.00	11.11	22.22	22.22	13.89
	Staff personal adverse childhood events	11.11	11.11	11.11	11.11	11.11

Facilitator parent code	Facilitator child code	Teachers	Support staff	School leaders	District leaders	Overall
Structural	na	100.00	100.00	100.00	100.00	100.00
	Aligned initiatives	88.89	77.78	88.89	100.00	88.89
	District offers/supports training	11.11	66.67	88.89	88.89	63.89
	Support staff	55.56	22.22	77.78	100.00	63.89
	Prioritized by district leadership	11.11	22.22	66.67	55.56	38.89
	Prioritized by school leadership	55.56	33.33	11.11	44.44	36.11
	Funding	11.11	22.22	33.33	55.56	30.56
	Outcome data (coded for school leaders and district leaders)	0.00	0.00	0.00	66.67	16.67
	Student basic needs	0.00	33.33	22.22	0.00	13.89
	Support from AK DEED	0.00	0.00	22.22	22.22	11.11
	Early advocates	0.00	11.11	11.11	22.22	11.11
	Extracurricular activities (coded for teachers)	22.22	11.11	11.11	0.00	11.11
	Trauma-engaged position	11.11	0.00	0.00	22.22	8.33
School/community characteristics	na	100.00	100.00	100.00	100.00	100.00
	Community partnerships	55.56	55.56	66.67	66.67	61.11
	Safe and supportive school climate	88.89	55.56	55.56	22.22	55.56
	Cultural connectedness	33.33	55.56	44.44	33.33	41.67
	High adverse childhood events high priority	0.00	44.44	33.33	77.78	38.89
	Community support/buy-in	33.33	55.56	33.33	33.33	38.89
	Positive staff-to-student relationships	33.33	22.22	88.89	0.00	36.11
	Family partnerships	22.22	33.33	33.33	22.22	27.78
	Community co-creation	11.11	22.22	11.11	66.67	27.78
	Small school size	33.33	11.11	22.22	11.11	19.44
	Family support/buy-in	0.00	22.22	33.33	0.00	13.89
	Rural/remote	0.00	11.11	0.00	0.00	2.78
	Large school size	0.00	0.00	0.00	0.00	0.00
Other facilitators	Other facilitators	0.00	0.00	22.22	55.56	19.44

[†] Code was applied to teacher interview after codebook development.

na is not applicable.

AK DEED is Alaska Department of Education and Early Development.

Source: Analyses based on 2023 interviews conducted by the Regional Educational Laboratory Northwest study team.

Table B9. Percentage of interviewees identifying implementation barriers, by interviewee role

Barrier parent code	Barrier child code	Teachers	Support staff	School leaders	District leaders	Overall
Alaska Department of Education and Early Development (AK DEED) resources	na	88.89	55.56	88.89	77.78	77.78
	Lack of alignment and coherence	55.56	11.11	22.22	33.33	30.56
	Needs to be integrated/translated into action	22.22	11.11	33.33	44.44	27.78
	Access and visibility	22.22	22.22	22.22	33.33	25.00
	Overwhelming	11.11	22.22	11.11	44.44	22.22
	Other barrier to AK DEED resources	22.22	22.22	22.22	22.22	22.22
	Lacks concrete practices	11.11	11.11	11.11	33.33	16.67
	Released around or interrupted by pandemic	0.00	0.00	22.22	33.33	13.89
	Static	0.00	0.00	33.33	11.11	11.11
	Ensuring use of resources (coded for support staff)	11.11	11.11	0.00	0.00	5.56
	Virtual as barrier	0.00	11.11	0.00	0.00	2.78
	In-person as barrier	0.00	0.00	0.00	0.00	0.00

Barrier parent code	Barrier child code	Teachers	Support staff	School leaders	District leaders	Overall
Staff	na	77.78	88.89	88.89	88.89	86.11
	Staff turnover/shortage	66.67	66.67	66.67	77.78	69.44
	Staff lack knowledge/skills	22.22	44.44	44.44	44.44	38.89
	Support staff turnover/shortage	22.22	11.11	33.33	55.56	30.56
	Staff trauma/burnout	11.11	33.33	33.33	44.44	30.56
	Educator turnover/shortage	11.11	22.22	22.22	55.56	27.78
	Lack of staff buy-in	11.11	33.33	44.44	22.22	27.78
	Multiple roles (coded for teachers and support staff)	11.11	55.56	11.11	22.22	25.00
	Staff from outside of community	11.11	22.22	22.22	33.33	22.22
	Intimidating/overwhelming	22.22	22.22	11.11	33.33	22.22
	Administrator turnover/shortage	11.11	0.00	22.22	44.44	19.44
	Lack of relationships (coded for teachers)	0.00	0.00	0.00	11.11	2.78
Structural	na	77.78	88.89	100.00	88.89	88.89
	Competing priorities	55.56	55.56	22.22	44.44	44.44
	Lack of time	44.44	33.33	55.56	44.44	44.44
	Lack of funding	11.11	33.33	44.44	55.56	36.11
	Lack of training	44.44	22.22	33.33	22.22	30.56
	Optional	44.44	22.22	11.11	33.33	27.78
	Site independence/inconsistency (coded for district leaders)	11.11	11.11	11.11	55.56	22.22
	Covid	0.00	22.22	22.22	33.33	19.44
	Not prioritized by school leadership	22.22	11.11	11.11	22.22	16.67
	Practices and policies aren't trauma-engaged	11.11	0.00	0.00	33.33	11.11
	Lack of understanding of current classroom (coded for teachers and support staff)	11.11	11.11	11.11	11.11	11.11
	Not prioritized by district leadership	11.11	0.00	11.11	0.00	5.56
	Lack of administrator training (coded for teachers and support staff)	11.11	0.00	0.00	0.00	2.78
School/community characteristics	na	55.56	77.78	88.89	88.89	77.78
	Lack of community buy-in	44.44	33.33	66.67	44.44	47.22
	Misalignment with family interests	0.00	33.33	88.89	33.33	38.89
	Large demand/under-resourced	22.22	22.22	33.33	11.11	22.22
	Rural/remote	0.00	22.22	33.33	22.22	19.44
	Small school size	0.00	22.22	22.22	11.11	13.89
	Lack of community partnerships	11.11	11.11	22.22	11.11	13.89
	Student absenteeism	11.11	11.11	11.11	11.11	11.11
	Large school size	0.00	0.00	0.00	0.00	0.00
Other barriers	Other barriers	11.11	44.44	33.33	55.56	36.11

na is not applicable.

AK DEED is Alaska Department of Education and Early Development.

Source: Analyses based on 2023 interviews conducted by the Regional Educational Laboratory Northwest study team.

Nonresponse bias analysis

The study team conducted supplemental analyses and corrections to address the possibility of nonresponse bias.

Response rates. To calculate response rates (percentage of Alaska's 499 schools with adequate data for the study team to address a research question), the study team examined AK DEED data on the fall 2022 Trauma-Engaged Schools Survey administered to all 499 public schools in the state (see appendix A). The cleaning process resulted

in a sample of 290 public schools in Alaska with adequate data, a 58.1 percent response rate (see table A4 in appendix A). However, the study team retained only responses with at least 80 percent of the data for the survey and 80 percent of the data for each scale, for a final analytic sample of 271 schools. Next, the study team examined the data for the SCCS, an optional survey for school districts in Alaska (see appendix A). For the 2021/22 academic year, 32 of the 53 districts in Alaska participated in the SCCS, resulting in a 60 percent response rate. Of these 32 districts, 26 administered the SCCS to all schools; school-level response rates in the remaining 6 districts ranged from 16.7 percent to 96.6 percent.

Nonresponse bias analysis. Because the response rate for the Trauma-Engaged Schools Survey (58 percent) was below the National Center for Education Statistics standard of 85 percent, the study team considered conducting a nonresponse bias analysis. First, the study team identified several covariates that could be used to compare respondents with the original study sample. Because a school's implementation level based on responses to the Trauma-Engaged Schools Survey was the key variable in the study, the study team examined correlations between implementation level and all other available statewide variables (table B10).

Table B10. Correlations between implementation level based on responses to the Trauma-Engaged Schools Survey and all other statewide variables

Statewide variable	Correlation coefficient
English language arts mean score	.08
Math mean score	.08
Science mean score	.02
Expulsion rate	-.03
Suspension rate	.00
Law enforcement referrals	.02
Attendance rate	.08
Four-year high school graduation rate	.05
Dropout rate	.04
Enrollment	.05
Percent African American students	.03
Percent Alaska Native/American Indian students	-.10
Percent Asian American/Pacific Islander students	.00
Percent Caucasian students	.10
Percent Hispanic students	.03
Percent students of two or more races	.04
Percent economically disadvantaged students	-.08
Percent English learner students	-.04
Percent students in foster care	.05
Percent homeless students	.08
Percent migrant students	-.18
Percent students with disabilities	.14
Percent students with active-duty parent/guardian	.07
Administrative spending	.05
Per student expenditure	-.04
Full-time teachers	.00
First-year full-time teachers	-.08

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data and 2022 school characteristic data provided by the Alaska Department of Education and Early Development.

According to the internal 2022 National Center for Education Evaluation (NCEE) guidance for Regional Educational Laboratory study proposals, reports, and other products, at least one of the covariates should correlate with key variables at .25 or higher. None of the available covariates correlated at this level (see table B10), leading to the caution that the study's findings might apply only to schools that responded to the Trauma-Engaged Schools Survey. Given the inability to adjust for nonresponse bias for the original study sample, the study team redefined the original sample as the 271 schools with usable responses to the Trauma-Engaged Schools Survey.

To examine nonresponse on the SCCS, the study team first examined item-level nonresponse for each version of the survey (elementary school student, secondary school student, and staff). Item-level response rates for the SCCS were all above 97 percent for the elementary school version, above 96 percent for the secondary school version, and above 92 percent for the staff version, which all exceed the NCEE standard of 85 percent. However, because the statewide response rate for the SCCS did not meet the NCEE standard of 85 percent, the study team examined correlations between SCCS respondents and the redefined study sample of 271 schools with usable responses to the Trauma-Engaged Schools Survey.

The team then identified school-level characteristic covariates that correlated at .25 or higher with the Trauma-Engaged Schools Survey study sample to examine differences in the means of covariates between SCCS respondents and the Trauma-Engaged Schools Survey sample (table B11).

Because several differences in standard deviation units exceeded 0.05 standard deviation, the team identified the possibility of nonresponse bias on the SCCS. The study team accounted for the difference statistically using multiple imputation to replace missing data on SCCS scales based on their association with other variables. The study team applied Stata 18's multiple imputation *mvn* method (using multivariate normal data augmentation).

Table B11. Nonresponse bias analysis for School Climate and Connectedness Survey (SCCS) key variables

Survey and key variable	Covariate	Mean for schools with key variable data	Trauma-Engaged Schools Survey study sample		Difference (standard deviation units)	Correlation with key variable
			Mean	Standard deviation		
Elementary school student survey (grades 3-5)						
Caring others	Percent students in foster care	2.86	2.85	4.52	0.00	.26
Social-emotional learning	Percent economically disadvantaged	48.20	49.26	31.40	-0.03	-.33
Secondary school student survey (grades 6-12)						
Caring adults	First-year full-time teachers	8.33	6.67	10.52	0.16	-.29
Family and community involvement	Percent Asian/Pacific Islander students	5.37	4.39	8.95	0.11	-.27
Cultural connectedness	Percent Alaska Native students	59.12	51.38	40.32	0.19	.23
High expectations	Suspension rate	4.75	4.04	5.50	0.13	.22
Peer climate	Suspension rate	4.75	4.04	5.50	0.13	-.3
Respectful climate	Suspension rate	4.75	4.04	5.50	0.13	-.21
School safety	Suspension rate	4.75	4.04	5.50	0.13	-.33
Social-emotional learning	Percent Asian/Pacific Islander students	5.37	4.39	8.95	0.11	-.17
Student involvement	Percent Asian/Pacific Islander students	5.37	4.39	8.95	0.11	-.18
Student delinquent behaviors	Percent Asian/Pacific Islander students	5.37	4.39	8.95	0.11	-.37
Student drug and alcohol use	Percent Asian/Pacific Islander students	5.37	4.39	8.95	0.11	-.36
Staff survey						
Staff beliefs	Math mean score	1,531.89	1,535.74	23.43	-0.16	.30
Family and community	Science mean score	584.26	589.93	32.01	-0.18	.39
Cultural connectedness	Attendance rate	87.24	87.53	5.87	-0.05	.19
Student delinquent behaviors	Suspension rate	4.20	3.72	5.24	0.09	-.42
Student involvement	Attendance rate	87.24	87.53	5.87	-0.05	.30
School leadership and involvement	Attendance rate	87.24	87.53	5.87	-0.05	.24
Peer climate	Suspension rate	4.20	3.72	5.24	0.09	-.42
School safety	Suspension rate	4.20	3.72	5.24	0.09	-.47
Social-emotional learning	Math mean score	1,531.89	1,535.74	23.43	-0.16	.38
Staff-staff relationships	Science mean score	584.26	589.93	32.01	-0.18	.25
Staff-student relationships	Math mean score	1,531.89	1,535.74	23.43	-0.16	.32
Student drug and alcohol use	Percent homeless students	2.10	1.99	3.54	0.03	-.35

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data provided by the Alaska Department of Education and Early Development and 2022 SCCS data provided by Alaska Association of School Boards.

Sensitivity analyses

The study team developed the thresholds for implementation levels based on natural (visual) breaks in the distribution of implementation scores on the Trauma-Engaged Schools Survey. Thus, the implementation levels do not reflect an exact measure of implementation. To address this potential limitation, the study team conducted sensitivity analyses for research questions 2 and 3. These analyses replaced implementation levels with implementation scores to assess whether there were substantial differences in outcomes for the two metrics.

Research question 2. In the original analysis for research question 2, the study team used a multinomial logistic regression to identify associations between implementation level and student or school characteristics. To address this question using an ordinal implementation score, the study team ran a series of mixed-effects multilevel regressions to test the associations between implementation scores and student or school characteristics (table B12). These analyses found that the implementation score was significantly negatively ($p < .01$) associated with the percentage of migrant students in a school (-.09). This is consistent with the original finding of a statistically significant association between the likelihood of being in the high implementation level and the percentage of migrant students in a school. However, the original analysis did not detect a significant association between the likelihood of being in the emerging implementation group and the percentage of migrant students in a school.

Table B12. Results of sensitivity analysis: Mixed-effects multilevel regression predicting the association between implementation score (in place of implementation level) and school characteristics

School characteristic	B	Standard error	z-test	p-value
Enrollment	.03	0.05	0.61	.54
Percent Alaska Native/American Indian students	-.01	0.24	-0.05	.95
Percent Asian American/Pacific Islander students	.02	0.26	0.08	.93
Percent Caucasian students	.02	0.24	0.07	.94
Percent Hispanic students	-.03	0.28	-0.11	.91
Percent students of two or more races	-.06	0.25	-0.26	.80
Percent economically disadvantaged students	.00	0.02	0.21	.83
Percent English learner students	.03	0.03	0.84	.40
Percent students in foster care	.17	0.12	1.36	.17
Percent homeless students	.50	0.14	1.79	.07
Percent migrant students	-.09	0.03	-2.91	<.01
Percent students with disabilities	.07	0.06	1.18	.24
Percent students with active-duty parent/guardian	.01	0.04	0.30	.77
Administrative spending	-.03	0.05	-0.52	.60
Per student expenditure	.00	0.00	0.55	.58
Full-time teachers	-.10	0.07	-1.46	.14

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data and 2022 school characteristic data provided by the Alaska Department of Education and Early Development.

All other tested associations for implementation scores were nonsignificant. These null findings are largely consistent with the original analyses except for associations with the percentage of students in foster care, administrative spending, and number of full-time teachers. In the original analyses the likelihood of being included in both the emerging and high implementation level groups, compared with the limited implementation level group, was significantly associated with the percentage of students in foster care. This association was not

significant in the sensitivity analyses. Additionally, administrative spending and the number of full-time teachers were no longer significant in the analyses using implementation scores. However, the significant associations with implementation levels for these two school characteristics were inconsistent (they were not significant when schools in the emerging and high implementation level groups were compared with schools in the limited implementation level group) and therefore are not highlighted in the report.

Research question 3. In the original analysis the study team first used a series of mixed-effects multilevel regressions to test the associations between implementation level and student outcomes. To conduct sensitivity analyses, the study team replicated these analyses with implementation scores in place of implementation levels (table B13). As with the original analyses, each of these associations was nonsignificant.

Table B13. Results of sensitivity analysis: Mixed-effects multilevel regression predicting the association between implementation score (in place of implementation level) and student and staff outcomes using Alaska Department of Education and Early Development data

Student or staff outcome	B	Standard error	z-test	p-value
English language arts mean score	.07	0.12	0.55	.58
Math mean score	.05	0.18	0.30	.77
Science mean score	-.16	0.20	-0.79	.43
Expulsion rate	-.00	0.00	-0.50	.62
Suspension rate	.03	0.05	0.57	.57
Law enforcement referrals	-.00	0.02	-0.40	.69
Attendance rate	.03	0.05	0.63	.53
Four-year high school graduation rate	.59	0.31	1.89	.06
Dropout rate	-.11	0.10	-1.08	.28

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data and 2022 school characteristic data provided by the Alaska Department of Education and Early Development.

The study team also conducted a series of mixed-effects multilevel regressions with imputed data to test the associations between implementation scores and outcomes on the SCCS (table B14). These analyses found a positive statistically significant ($p = .02$) but minimal (.01) association between implementation scores and scores on the staff involvement subscale of the SCCS, which was not found in the original analyses. The original findings of a positive statistically significant association between implementation scores and the elementary school student caring others subscale and the secondary school student cultural connectedness subscale were consistent using implementation scores instead of implementation levels in the model.

Table B14. Results of sensitivity analysis: Mixed-effects multilevel regression predicting the association between implementation score (in place of implementation level) and student and staff outcomes using School Climate and Connectedness Survey (SCCS) data

Survey and student or staff outcome	B	Standard error	z-test	p-value
Elementary school student survey (grades 3-5)				
Caring others	.01	0.00	3.18	<.01
Social-emotional learning	-.00	0.01	-.63	.53

Survey and student or staff outcome	<i>B</i>	Standard error	<i>z</i> -test	<i>p</i> -value
Secondary school student survey (grades 6-12)				
Caring adults	.00	0.01	0.86	.40
Family and community involvement	.00	0.00	0.59	.56
Cultural connectedness	.08	0.00	15.51	.00
High expectations	.00	0.02	0.0	.91
Peer climate	.01	0.01	1.30	.20
Respectful climate	.00	0.01	0.66	.51
School safety	.01	0.01	0.98	.33
Social-emotional learning	.00	0.00	0.76	.45
Student involvement	.00	0.00	1.10	.27
Student delinquent behaviors	.00	0.01	1.44	.16
Student drug and alcohol use	.01	0.00	1.17	.25
Staff survey				
Staff beliefs	.00	0.00	1.57	.12
Family and community	.00	0.00	0.11	.91
Cultural connectedness	.01	0.01	1.65	.10
Student delinquent behaviors	.00	0.01	0.75	.46
Student involvement	.01	0.01	2.35	.02
School leadership and involvement	.00	0.01	0.82	.41
Peer climate	.01	0.01	1.16	.25
School safety	.01	0.01	1.18	.25
Social-emotional learning	.01	0.01	1.08	.28
Staff-staff relationships	.00	0.01	0.64	.53
Staff-student relationships	.01	0.00	1.56	.12
Student drug and alcohol use	-.00	0.00	-0.24	.81

Source: Analyses based on 2022 Trauma-Engaged Schools Survey data and 2022 SCCS data provided by Alaska Association of School Boards.

Appendix C. Interview protocols and codebooks

This study of the implementation of trauma-engaged practices in Alaska schools included interviews with district leaders, school leaders, teachers, and support staff. Due to the unique context of individuals within each role category, separate interview protocols for each role category were used to gather data, and separate codebooks for each role category were used to code data. Although these protocols and codebooks are distinct, the study team aimed to use similar questions and codes whenever possible to allow comparisons across roles.

This section includes the four interview protocols used for this study.

Interview protocol: District leaders

Introduction. Thank you so much for joining us. Today we will be asking you questions about your district's experience with Alaska's Transforming Schools Framework and toolkit. We are interested in understanding your familiarity with these resources and how they are being used in your district. We hope this can help AK DEED improve these resources to be more useful and effective for your district and the schools in your district. We appreciate your honest feedback; all of your comments and perspectives are helpful.

Before we get started, I wanted to let you know that we will not use your name or title in our reporting. We are interviewing numerous district leaders, and we will analyze interview data in aggregate. However, we will report information about the districts included in the interview data collection. Additionally, we may use quotes from our discussion today that are not attributed to you to help explain themes that are raised by interviewees. If we would like to use a quote from our conversation today, we will share the quote with you for your approval before including it in our reporting.

Insights from interviews like this one today will be summarized in a report for AK DEED as well as other potential dissemination reports or briefs focused on explaining key takeaways from what you share. Do you have any questions about how this data will be used or any other questions before we begin?

If it is okay with you, we would like to record this interview. The recording will be transcribed but will not be shared with anyone outside of the study team. Do you consent to us recording this conversation?

Background. Before we dive into questions about the suite of trauma-engaged resources, we would like to get a little bit of information about your background.

1. What is your position?
2. How long have you been working in education?
3. How long have you been with this district?

Familiarity with resources. As you may know, the trauma-engaged framework has 11 components, and the suite of trauma-engaged resources includes a toolkit and supplementary trainings and resources to help districts and schools implement the framework. The next questions will explore your familiarity with the framework and resources. It is okay if you aren't familiar with these resources; you can just let us know that when we ask, and we will move on to the next question.

If they ***have*** heard of the trauma-engaged framework, proceed with the following questions (otherwise, skip to question 6):

4. How familiar are you with the framework and the 11 components included in the framework?
 - a. Which components do you find most important?
 - b. Is there anything you would remove from the framework?
 - c. Is there anything missing from the framework?
5. What is your impression of the suite of trauma-engaged resources?
 - a. Which resources have been most helpful for your district?
 - b. Which resources have been least helpful for your district?
 - c. What resources or supports should be added to better support your district to implement the framework?

If they ***haven't*** heard of the trauma-engaged framework, proceed with the following questions:

6. Have you heard of the trauma-engaged framework and toolkit before this conversation today?
 - a. If so, what do you know about the framework and toolkit?
7. If you wanted to learn more about trauma-engaged strategies that can be used in schools, would you know where to look? Where would that be?

Implementation. If they ***have*** used the trauma-engaged framework, proceed with the following questions (otherwise, skip to question 13):

Next, we would like to ask about implementation of the framework.

8. How has your district used these resources to implement trauma-engaged practices?
 - a. What portions of the framework have been easiest to implement? Why?
 - b. What portions of the framework have been most difficult to implement? Why?
 - c. How do you gauge implementation at the district level? What about at the school level?
9. In your district, to what extent is implementation of trauma-informed practices and policies consistent across your schools?
 - a. Why are some schools more successful than others?
10. How is your district providing schools with the capacity and training to fully implement trauma-engaged practices?
 - a. Has your district hired additional staff?
 - b. Has your district provided additional time for staff to engage with the toolkit and resources?
 - c. Has your district provided additional training for school staff?
 - d. To what extent do the supports your district offers vary across schools?
11. What factors have helped facilitate the use of trauma-engaged practices within your district?
 - a. District characteristics like size or location?
 - b. Stakeholder/community member support?
 - c. Other programs or policies in place?

12. What factors have been a barrier in using trauma-engaged practices within your district?

- a. District characteristics like size or location?
- b. Stakeholder/community member pushback?
- c. Other programs or policies in place?

If they **haven't** used the trauma-engaged framework, proceed with the following:

Next, we would like to ask about implementation of practices to support students who have experienced trauma.

13. We know you haven't used the trauma-engaged framework, but are there other things your district does to address trauma students may bring into the classroom?

14. In your district, to what extent is implementation of trauma-informed practices and policies consistent across your schools?

- a. Why are some schools more successful than others?

15. How is your district providing schools with the capacity and training to fully implement trauma-engaged practices?

- a. Has your district hired additional staff?

Influence of resources. Now, we want to turn to the ways trauma-engaged practices might affect districts, schools, and students.

If they **have** used the trauma-engaged framework, proceed with the following questions (otherwise, skip to question 20):

16. How have the trauma-engaged framework and suite of resources influenced your district's climate and overall well-being?

17. Have the resources in the toolkit informed your district's policies and decision-making processes? How?

18. What types of outcomes would you hope to see from schools who successfully implement trauma-engaged practices? Short-term outcomes? Long-term?

- a. Have you seen any of these outcomes within your district?

19. Is there anything else you would like to add that would help us better understand what your district needs as you work to infuse trauma-engaged practices in your district?

If they **haven't** used the trauma-engaged framework, proceed with the following questions:

20. How have strategies your district uses to support students who have experienced trauma influenced your district's climate and overall well-being?

21. Have the strategies your district uses to support students who have experienced trauma influenced your district's policies and decision-making processes? How?

22. What types of outcomes would you hope to see from schools who successfully implement trauma-engaged practices? Short-term outcomes? Long-term?

- a. Have you seen any of these outcomes within your district?

23. Is there anything else you would like to add that would help us better understand what your district needs as you work to infuse trauma-engaged practices in your district?

Interview protocol: School leaders

Introduction. Thank you so much for joining us. Today we will be asking you questions about your experience with Alaska's Transforming Schools Framework and toolkit. We are interested in understanding your familiarity with these resources and how they are being used in your school. We hope this can help AK DEED improve these resources to be more useful and effective for your school. We appreciate your honest feedback; all of your comments and perspectives are helpful.

Before we get started, I wanted to let you know that we will not use your name or title in our reporting. We are interviewing numerous school leaders, and we will analyze interview data in aggregate. However, we will report information about the districts included in the interview data collection. Additionally, we may use quotes from our discussion today that are not attributed to you to help explain themes that are raised by interviewees. If we would like to use a quote from our conversation today, we will share the quote with you for your approval before including it in our reporting.

Insights from interviews like this one today will be summarized in a report for AK DEED as well as other potential dissemination reports or briefs focused on explaining key takeaways from what you share. Do you have any questions about how this data will be used or any other questions before we begin?

If it is okay with you, we would like to record this interview. The recording will be transcribed but will not be shared with anyone outside of the study team. Do you consent to us recording this conversation?

Background. Before we dive into questions about the suite of trauma-engaged resources, we would like to get a little bit of information about your background.

1. What is your position?
2. How long have you been working in education?
3. How long have you been with this school?

Familiarity with resources. As you may know, the trauma-engaged framework has 11 components, and the suite of trauma-engaged resources includes a toolkit and supplementary trainings and resources to help districts and schools implement the framework. The next questions will explore your thoughts about the framework and resources. It is okay if you aren't familiar with these resources; you can just let us know that when we ask, and we will move on to the next question.

*If they **have** heard of the trauma-engaged framework, proceed with the following questions (otherwise, skip to question 6):*

4. How familiar are you with the framework and the 11 components included in the framework?
 - a. Which components do you find most important?
 - b. Is there anything you would remove from the framework?
 - c. Is there anything missing from the framework?
5. What is your impression of the suite of trauma-engaged resources?
 - a. Which resources have been most helpful for your school?
 - b. Which resources have been least helpful for your school?
 - c. What resources or supports should be added to better support your school to implement the framework?

If they **have** heard of the trauma-engaged framework, proceed with the following questions:

6. Have you heard of the trauma-engaged framework and toolkit before this conversation today?
 - a. If so, what do you know about the framework and toolkit?
7. If you wanted to learn more about trauma-engaged strategies that can be used at your school, would you know where to look? Where would that be?

Implementation. If they **have** used the trauma-engaged framework, proceed with the following questions (otherwise, skip to question 13):

Next, we would like to ask about implementation of the framework.

8. How has your school used these resources to implement trauma-engaged practices?
 - a. How have school staff been using the framework? How frequently?
 - b. What portions of the framework have been easiest to implement? Why?
 - c. What portions of the framework have been most difficult to implement? Why?
 - d. How do you gauge your school's implementation of trauma-engaged practices and policies?
9. In your school, to what extent is implementation of trauma-informed practices and policies consistent across teachers and school staff?
10. How is your school or district supporting staff to implement trauma-engaged practices?
 - a. Has your school hired additional staff?
 - b. Has your school provided additional time for staff to engage with the toolkit and resources?
 - c. Has your school provided additional training for school staff?
11. What factors have helped facilitate the use of trauma-engaged practices within your school?
 - a. School characteristics like size or location?
 - b. Stakeholder/community member support?
 - c. Other programs or policies in place?
12. What factors have been a barrier in using trauma-engaged practices within your school?
 - a. District characteristics like size or location?
 - b. Stakeholder/community member pushback?
 - c. Other programs or policies in place?

If they **haven't** used the trauma-engaged framework, proceed with the following questions:

Next, we would like to ask about implementation of practices to support students who have experienced trauma.

13. We know you haven't used the trauma-engaged framework, but are there other things your school does to address trauma students may bring into the classroom?
14. In your school, to what extent is implementation of trauma-informed practices and policies consistent across teachers and school staff?
15. How is your school or district supporting staff to implement trauma-engaged practices?
 - a. Has your school hired additional staff?
 - b. Has your school provided additional time for staff to engage with the toolkit and resources?
 - c. Has your school provided additional training for school staff?

16. What factors have helped facilitate the use of trauma-engaged practices within your school?

- a. School characteristics like size or location?
- b. Stakeholder/community member support?
- c. Other programs or policies in place?

17. What factors have been a barrier in using trauma-engaged practices within your school?

- a. District characteristics like size or location?
- b. Stakeholder/community member pushback?
- c. Other programs or policies in place?

Influence of resources. Now, we want to turn to the ways trauma-engaged practices might affect schools and students.

If they **have** used the trauma-engaged framework, proceed with the following questions (otherwise, skip to question 22):

18. How has the trauma-engaged framework and suite of resources influenced your school's climate and overall well-being?

19. Have the resources in the toolkit informed your school's policies and decision-making processes? How?

20. What types of outcomes would you hope to see if your school successfully implements trauma-engaged practices? Short-term outcomes? Long-term?

- a. Have you seen any of these outcomes within your school?

21. Is there anything else you would like to add that would help us better understand what your school needs as you work to infuse trauma-engaged practices in your school?

If they **haven't** used the trauma-engaged framework, proceed with the following questions:

22. How have strategies your school uses to support students who have experienced trauma influenced your school's climate and overall well-being?

23. Have the strategies your school uses to support students who have experienced trauma influenced your school's policies and decision-making processes? How?

24. What types of outcomes would you hope to see if your school successfully implements trauma-engaged practices? Short-term outcomes? Long-term?

- a. Have you seen any of these outcomes within your school?
- b. Is there anything else you would like to add that would help us better understand what your school needs as you work to infuse trauma-engaged practices in your school?

Interview protocol: Teachers

Introduction. Thank you so much for joining us. Today we will be asking you questions about your experience with Alaska's Transforming Schools Framework and toolkit. We are interested in understanding your familiarity with these resources and how they are being used in your school. We hope this can help AK DEED improve these resources to be more useful and effective for your school. We appreciate your honest feedback; all of your comments and perspectives are helpful.

Before we get started, I wanted to let you know that we will not use your name or title in our reporting. We are interviewing numerous teachers and school staff, and we will analyze interview data in aggregate. However, we

will report information about the districts included in the interview data collection. Additionally, we may use quotes from our discussion today that are not attributed to you to help explain themes that are raised by interviewees. If we would like to use a quote from our conversation today, we will share the quote with you for your approval before including it in our reporting.

Insights from interviews like this one today will be summarized in a report for AK DEED as well as other potential dissemination reports or briefs focused on explaining key takeaways from what you share. Do you have any questions about how this data will be used or any other questions before we begin?

If it is okay with you, we would like to record this interview. The recording will be transcribed but will not be shared with anyone outside of the study team. Do you consent to us recording this conversation?

Background. Before we dive into questions about the suite of trauma-engaged resources, we would like to get a little bit of information about your background.

1. What grades and subjects do you teach?
2. How long have you been teaching?
3. How long have you taught at this school?

Familiarity with resources. As you may know, the trauma-engaged framework has 11 components, and the suite of trauma-engaged resources includes a toolkit and supplementary trainings and resources to help districts and schools implement the framework. The next questions will explore your familiarity with the framework and resources. It is okay if you aren't familiar with these resources; you can just let us know that when we ask, and we will move on to the next question.

*If they **have** heard of the trauma-engaged framework, proceed with the following questions (otherwise, skip to question 5):*

4. How have you used the trauma-engaged framework and suite of resources?
 - a. Have you adapted any of the resources before using them? How?
 - b. Which resources have been most helpful for you?
 - c. Which resources have been least helpful for you?
 - d. What resources or supports should be added to better support you to implement the framework?

*If they **have** heard of the Trauma-Engaged Framework, proceed with the following questions:*

5. Have you heard of the trauma-engaged framework and toolkit before this conversation today?
 - a. If so, what do you know about the framework and toolkit?
6. If you wanted to learn more about trauma-engaged strategies for working with your students, would you know where to look? Where would that be?

Implementation. If they **have** used the trauma-engaged framework, proceed with the following questions (otherwise, skip to question 12):

Next, we would like to ask about implementation of the framework.

7. How have you or your school used these resources to implement trauma-engaged practices?
 - a. What portions of the framework have been easiest to implement? Why?
 - b. What portions of the framework have been most difficult to implement? Why?

8. In your opinion, is the use of trauma-engaged practices consistent across teachers and other school staff? How? Why?
9. What support do you receive from your school to implement trauma-engaged practices? What additional support would be helpful in implementing trauma-engaged practices?
10. What factors have helped facilitate the use of trauma-engaged practices within your school?
 - a. School characteristics like size or location?
 - b. Stakeholder/community member support?
 - c. Other programs or policies in place?
11. What factors have been a barrier in using trauma-engaged practices within your school?
 - a. District characteristics like size or location?
 - b. Stakeholder/community member pushback?
 - c. Other programs or policies in place?

If they **haven't** used the trauma-engaged framework, proceed with the following questions:

Next, we would like to ask about implementation of practices to support students who have experienced trauma.

12. We know you haven't used the trauma-engaged framework, but are there other things you do to address trauma students may bring into the classroom?
13. In your opinion, is the use of trauma-engaged practices consistent across teachers and other school staff? How? Why?
14. What support do you receive from your school to implement trauma-engaged practices? What additional support would be helpful in implementing trauma-engaged practices?
15. What factors have helped facilitate the use of trauma-engaged practices within your school?
 - a. School characteristics like size or location?
 - b. Stakeholder/community member support?
 - c. Other programs or policies in place?
16. What factors have been a barrier in using trauma-engaged practices within your school?
 - a. District characteristics like size or location?
 - b. Stakeholder/community member pushback?
 - c. Other programs or policies in place?

Influence of resources. Now, we want to turn to the ways trauma-engaged practices might affect your school and students.

If they **have** used the trauma-engaged framework, proceed with the following questions (otherwise, skip to question 20):

17. How has the trauma-engaged framework and suite of resources influenced your school's climate and overall well-being?
18. How has the suite of resources influenced the way you engage with any specific subpopulations or stakeholder constituencies? How has the suite of resources influenced the way your school engages with these groups?
19. Is there anything else you would like to add that would help us better understand what you need to infuse trauma-engaged practices?

If they **haven't** used the trauma-engaged framework, proceed with the following questions:

20. How have strategies you and other staff use to support students who have experienced trauma influenced your school's climate and overall well-being?
21. Have these strategies influenced the way you engage with any specific subpopulations? How?
22. Is there anything else you would like to add that would help us better understand what you need to infuse trauma-engaged practices?

Interview protocol: Support staff

Introduction. Thank you so much for joining us. Today we will be asking you questions about your experience with Alaska's Transforming Schools Framework and toolkit. We are interested in understanding your familiarity with these resources and how they are being used in your school. We hope this can help AK DEED improve these resources to be more useful and effective for your school. We appreciate your honest feedback; all of your comments and perspectives are helpful.

Before we get started, I wanted to let you know that we will not use your name or title in our reporting. We are interviewing numerous teachers and school staff, and we will analyze interview data in aggregate. However, we will report information about the districts included in the interview data collection. Additionally, we may use quotes from our discussion today that are not attributed to you to help explain themes that are raised by interviewees. If we would like to use a quote from our conversation today, we will share the quote with you for your approval before including it in our reporting.

Insights from interviews like this one today will be summarized in a report for AK DEED as well as other potential dissemination reports or briefs focused on explaining key takeaways from what you share. Do you have any questions about how this data will be used or any other questions before we begin?

If it is okay with you, we would like to record this interview. The recording will be transcribed but will not be shared with anyone outside of the study team. Do you consent to us recording this conversation?

Background. Before we dive into questions about the suite of trauma-engaged resources, we would like to get a little bit of information about your background.

1. What is your role at the school?
2. What types of supports do you offer students and staff?
3. How long have you worked at this school?

Familiarity with resources. As you may know, the trauma-engaged framework has 11 components, and the suite of trauma-engaged resources includes a toolkit and supplementary trainings and resources to help districts and schools implement the framework. The next questions will explore your familiarity with the framework and resources. It is okay if you aren't familiar with these resources; you can just let us know that when we ask, and we will move on to the next question.

If they **have** heard of the trauma-engaged framework, proceed with the following questions (otherwise, skip to question 5):

4. How have you used the trauma-engaged framework and suite of resources?
 - a. Have you adapted any of the resources before using them? How?
 - b. Which resources have been most helpful for you?
 - c. Which resources have been least helpful for you?
 - d. What resources or supports should be added to better support you to implement the framework?

If they **haven't** heard of the trauma-engaged framework, proceed with the following questions:

5. Have you heard of the trauma-engaged framework and toolkit before this conversation today?
 - a. If so, what do you know about the framework and toolkit?
6. If you wanted to learn more about trauma-engaged strategies for working with your students, would you know where to look? Where would that be?

Implementation. If they **have** used the trauma-engaged framework, proceed with the following questions (otherwise, skip to question 14):

Next, we would like to ask about implementation of the framework.

7. What do you do in your role to integrate trauma-engaged practices?
8. How does your school support you in using trauma-engaged practices?
 - a. What other supports do you need from your school?
9. What about trauma-engaged practices and the framework are easiest for you to implement with your students? Why?
10. What about trauma-engaged practices and the framework are hardest for you to implement with your students? Why?
11. In your opinion, is the use of trauma-engaged practices consistent across teachers and other school staff? Why?
12. What factors have helped facilitate the use of trauma-engaged practices within your school?
 - a. School characteristics like size or location?
 - b. Stakeholder/community member support?
 - c. Other programs or policies in place?
13. What factors have been a barrier in using trauma-engaged practices within your school?
 - a. District characteristics like size or location?
 - b. Stakeholder/community member pushback?
 - c. Other programs or policies in place?

If they **haven't** used the trauma-engaged framework, proceed with the following questions:

Next, we would like to ask about implementation of practices to support students who have experienced trauma.

14. What do you do in your role to integrate trauma-engaged practices?
15. How does your school support you in using trauma-engaged practices?
 - a. What other supports do you need from your school?
16. In your opinion, is the use of trauma-engaged practices consistent across teachers and other school staff? Why?
17. What factors have helped facilitate the use of trauma-engaged practices within your school?
 - a. School characteristics like size or location?
 - b. Stakeholder/community member support?
 - c. Other programs or policies in place?

18. What factors have been a barrier in using trauma-engaged practices within your school?

- a. District characteristics like size or location?
- b. Stakeholder/community member pushback?
- c. Other programs or policies in place?

Influence of resources. Now, we want to turn to the ways trauma-engaged practices might affect your school and students.

19. How have trauma-engaged practices impacted the students you work with?

- a. Have you noticed any differences in the impacts depending on student subpopulation? What types of differences?

20. How have trauma-engaged practices impacted the staff at your school?

21. Is there anything else you would like to add that would help us better understand what you need to infuse trauma-engaged practices?

Codebooks

This section includes the codebooks used to code the data from interviews with district leaders, school leaders, teachers, and support staff as part of a study of implementation of trauma-engaged practices in Alaska (tables C1-C9). The codebooks were unique to each role category. To help with identifying themes, the study team categorized codes into larger groups, called parent codes, which contain smaller, related child codes. These codebooks include the following parent codes:

- **Facilitators:** facilitators of using trauma-engaged practices or related Alaska Department of Education and Early Development (AK DEED) resources.
- **Barriers:** barriers to using trauma-engaged practices or related AK DEED resources.
- **Support position:** specific support staff role for support staff participants.

Table C1. District leader codebook—parent code: facilitators	
Subcode	Child code
Alaska Department of Education and Early Development (AK DEED) resources: Facilitators of using AK DEED resources	Physical book: Having the framework in a physical book encourages use of the framework. Previous positive experience: Staff have used the framework previously. They had a positive experience, which encourages them to continue using it. Prioritizing/starting Small: Starting with a few components of the framework that are the highest priorities for the district or school. AK DEED trainings and conferences: AK DEED provides trainings and professional development on their framework, which encourages schools to use their resources. Other facilitator for AK DEED resources
Staff: Staff experiences that facilitate trauma-engaged practices	Staff buy-in: Staff prioritize and understand the importance of trauma-engaged practices. Shared values: Staff share values for supporting children. Shared knowledge: Staff share knowledge and discuss trauma-engaged practices with each other. Staff collaboration: Staff work together to support students. For example, one teacher asks another teacher to check in on a student. Staff skill/expertise: There are staff who are skilled, knowledgeable, or experienced with trauma-engaged practices. Testimonials/positive impact: Staff witness the positive effects of trauma-engaged practices, which encourages them to start or continue using trauma-engaged practices. Staff personal adverse childhood events: Staff have personally experienced adverse childhood events, so they understand the importance of trauma-engaged practices.

Subcode	Child code
Structural: Schoolwide, districtwide, and statewide structural facilitators of trauma-engaged practices	<p>Support from AK DEED: AK DEED provides support to schools to implement trauma-engaged practices.</p> <p>Prioritized by school leadership: School leader prioritizes trauma-engaged practices.</p> <p>Prioritized by district leadership: District leaders prioritize trauma-engaged practices.</p> <p>District offers/supports training: District either provides the training, provides the funding and opportunities for staff to receive training, or employs a trainer.</p> <p>Aligned initiatives: Other initiatives—such as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), and the Association of Alaska School Board’s School Climate and Connectedness (AASB SCCS)—support trauma-engaged practices.</p> <p>Funding: School has funding and can allocate it toward implementing trauma-engaged practices.</p> <p>Support staff: The presence of school nurses, school counselors, school social workers, and/or school psychologists facilitates trauma-engaged practices.</p> <p>Trauma-engaged position: The district has a position dedicated to implementing trauma-engaged practices.</p> <p>Early advocates: A few strong advocates spark and spread trauma-engaged practices.</p> <p>Student basic needs: School supports staff to address student basic needs. For example, school supports staff to buy toiletries and clothes for students.</p> <p>Outcome data: District has outcome data—including discipline, attendance, and scores on the Alaska System of Academic Readiness (English language arts and math proficiency) and the Alaska Science Assessment (science proficiency)—that can inform their trauma-engaged approach.</p>

Source: Codebook developed by the Regional Educational Laboratory Northwest study team based on interviews with school district leaders in Alaska on implementation of trauma-engaged practices.

Table C2. District leader codebook—parent code: barriers

Subcode	Child code
Alaska Department of Education and Early Development (AK DEED) resources: Barriers to using AK DEED resources	<p>Overwhelming: There’s a lot in the framework, and it can be hard to know where to start or remember the components.</p> <p>Static: The resources are static or outdated.</p> <p>Access and visibility: People don’t visit AK DEED’s website, and it’s not visible in educators’ day-to-day. The framework booklet sits forgotten on the shelf.</p> <p>Virtual as barrier: People prefer in-person resources. Virtual delivery of resources (e.g., eLearning modules, professional development webinar) lack interactivity and aren’t as impactful as in-person opportunities.</p> <p>In-Person as a barrier: People prefer virtual resources. In-person delivery of resources (e.g., trainings, conferences) requires more resources and time for schools to attend.</p> <p>Lacks concrete practices: The framework is abstract. There aren’t many concrete, tangible classroom practices that staff can apply.</p> <p>Needs to be integrated/translated into action: Using the resources is one more thing to do, and it requires a lot of effort to translate them into action. Suggestions include integrating the resources into existing initiatives.</p> <p>Lack of alignment and coherence: School may already be implementing trauma-engaged practices and policies, but staff are unaware or unsure. They subsequently don’t gravitate to AK DEED resources. Causes may include practices having different names, and lack of alignment and coherence, which leads to duplicative efforts.</p> <p>Released around or interrupted by pandemic: The framework was released around the pandemic. School’s focus was on addressing the pandemic rather than the framework, or their efforts to begin using AK DEED’s resources were disrupted by the pandemic.</p> <p>Other barrier to AK DEED resources</p>

Subcode	Child code
Staff: Staff experiences that prevent trauma-engaged practices	<p>Staff turnover/shortage: There is regular turnover of staff. <i>Apply this code when participant doesn't specify a position.</i></p> <ul style="list-style-type: none"> • Educator turnover/shortage: There is regular turnover or a shortage of educators. • Administrator turnover/shortage: There is regular turnover or a shortage of administrators. • Support staff turnover/shortage: The school lacks school nurses, school counselors, school psychologists, and school social workers. <p>Lack of staff buy-in: Staff are resistant to implementing trauma-engaged practices. Teachers don't see this as part of their job.</p> <p>Staff trauma/burnout: Examples include: The pandemic was traumatizing for staff and/or staff experience secondary trauma, high stress, and burnout.</p> <p>Staff lack knowledge/skills: Staff do not have the knowledge or skills to confidently implement trauma-engaged practices. They may see trauma-engaged practices as leniency or coddling.</p> <p>Staff from outside of community: Staff come from another community or from out of state, and they are unfamiliar with the local community, history, and culture.</p> <p>Intimidating/overwhelming: Addressing trauma can be intimidating and overwhelming.</p>
Structural: Schoolwide, districtwide, and statewide structural barriers to trauma-engaged practices	<p>Competing priorities: Other initiatives, such as the Alaska Reads Act, take precedence over trauma-engaged practices.</p> <p>Optional: Since trauma-engaged practices are not mandated by AK DEED, they are not a priority. People request that AK DEED make trauma-engaged practices mandatory for schools.</p> <p>Site independence/inconsistency: School sites are allowed flexibility and independence, so efforts to be trauma engaged are inconsistent across the district and/or over time.</p> <p>Practices and policies aren't trauma-engaged: School practices and policies are counterproductive to or directly opposing trauma-engaged practices.</p> <p>Not prioritized by school leadership: Site administrators or building leadership do not prioritize trauma-engaged practices. School policies and expectations for staff are not trauma engaged.</p> <p>Not prioritized by district leadership: The school board or district leaders do not prioritize and therefore do not support trauma-engaged practices. District policies and expectations for staff are not trauma engaged.</p> <p>Lack of time: <i>Apply this code when participants explicitly say time is a barrier to trauma-engaged practices.</i> Examples include not having enough time during the school day or the school year to implement trauma-engaged practices.</p> <p>Lack of funding: School lacks funding to implement trauma-engaged practices, including funding for support staff.</p> <p>Lack of training: Staff across the school lack training to use trauma-engaged practices.</p> <p>Covid: The pandemic and the aftermath of the pandemic are barriers to trauma-engaged practices. Examples include delays in students' social-emotional learning, increased challenging behaviors, etc.</p>

Subcode	Child code
School/community characteristics: School and community characteristics that prevent trauma-engaged practices	<p>Rural/remote: The rural or remote nature of the community is a barrier to trauma-engaged practices (e.g., no local service providers).</p> <p>Large school size: The large size of the school is a barrier to trauma-engaged practices.</p> <p>Small school size: The small size of the school is a barrier to trauma-engaged practices.</p> <p>Large demand/under-resourced: There are high rates of adverse childhood events, and the community does not have enough resources to address them (e.g., long waitlists).</p> <p>Lack of community partnerships: School wants to partner with community organizations but does not know how or whom to ask.</p> <p>Misalignment with family interests: School priorities are misaligned with family interests. Examples include the following:</p> <ol style="list-style-type: none"> 1. School wants to partner with families, but families are disengaged and difficult to reach. 2. School wants to implement trauma-engaged practices, but families are resistant to trauma-engaged practices because they aren't ready to break the cycle of trauma or feel ashamed about seeking help. 3. Families are interested in trauma-engaged practices, but school isn't doing much to partner with families. <p>Lack of community buy-in: Can be due to cultural and generational trauma: Education historically is a system of colonization and oppression. Communities are traumatized and do not trust school staff.</p> <p>Student absenteeism: Student absenteeism is a barrier to trauma-engaged practices.</p>
Other barriers: Any barriers not captured by other subcodes	

Source: Codebook developed by the Regional Educational Laboratory Northwest study team based on interviews with school district leaders in Alaska on implementation of trauma-engaged practices.

Table C3. School leader codebook—parent code: facilitators

Subcode	Child code
Alaska Department of Education and Early Development (AK DEED) resources: Facilitators of using AK DEED resources	<p>Physical book: Having the framework in a physical book encourages use of the framework.</p> <p>Previous positive experience: Staff have used the framework previously. They had a positive experience, which encourages them to continue using it.</p> <p>Prioritizing/starting small: Starting with a few components of the framework that are the highest priorities for the district or school.</p> <p>AK DEED trainings and conferences: AK DEED provides trainings and professional development on their framework, which encourages schools to use their resources.</p> <p>Other facilitator for AK DEED resources</p>
Staff: Staff experiences that facilitate trauma-engaged practices	<p>Staff buy-in: Staff prioritize and understand the importance of trauma-engaged practices.</p> <p>Shared values: Staff share values for supporting children.</p> <p>Shared knowledge: Staff share knowledge and discuss trauma-engaged practices with each other.</p> <p>Staff collaboration: Staff work together to support students. For example, one teacher asks another teacher to check in on a student.</p> <p>Staff skill/expertise: There are staff who are skilled, knowledgeable, or experienced with trauma-engaged practices.</p> <p>Testimonials/positive impact: Staff witness the positive effects of trauma-engaged practices, which encourages them to start or continue using trauma-engaged practices.</p> <p>Staff personal adverse childhood events: Staff have personally experienced adverse childhood events, so they understand the importance of trauma-engaged practices.</p>

Subcode	Child code
Structural: Schoolwide, districtwide, and statewide structural facilitators of trauma-engaged practices	<p>Support from AK DEED: AK DEED provides support to schools to implement trauma-engaged practices.</p> <p>Prioritized by school leadership: School leader prioritizes trauma-engaged practices.</p> <p>Prioritized by district leadership: District leaders prioritize trauma-engaged practices.</p> <p>District offers/supports training: District either provides the training, provides the funding and opportunities for staff to receive training, or employs a trainer.</p> <p>Aligned initiatives: Other initiatives—such as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), and the Association of Alaska School Board’s School Climate and Connectedness (AASB SCCS)—support trauma-engaged practices.</p> <p>Funding: School has funding and can allocate it toward implementing trauma-engaged practices.</p> <p>Support staff: The presence of school nurses, school counselors, school social workers, and/or school psychologists facilitates trauma-engaged practices.</p> <p>Trauma-engaged position: The district has a position dedicated to implementing trauma-engaged practices.</p> <p>Early advocates: A few strong advocates spark and spread trauma-engaged practices.</p> <p>Student basic needs: School supports staff to address student basic needs. For example, school supports staff to buy toiletries and clothes for students.</p> <p>Outcome data: District has outcome data—including discipline, attendance, and scores on the Alaska System of Academic Readiness (English language arts and math proficiency) and the Alaska Science Assessment (science proficiency)—that can inform their trauma-engaged approach.</p>
School/community characteristics: School and community characteristics that facilitate trauma-engaged practices	<p>Rural/remote: The rural or remote nature of the community is a facilitator for trauma-engaged practices (e.g., community is small and tight-knit).</p> <p>Large school size: The large size of the school facilitates trauma-engaged practices.</p> <p>Small school size: the small size of the school facilitates trauma-engaged practices.</p> <p>High adverse childhood events high priority: There are higher rates of adverse childhood events, so addressing trauma is a high priority for the community.</p> <p>Family support/buy-in: Families support and are open to trauma-engaged practices.</p> <p>Family partnerships: Partnerships with, outreach to, and events with families facilitate the use of trauma-engaged practices.</p> <p>Community support/buy-in: Community supports and is open to trauma-engaged practices.</p> <p>Community partnerships: Partnerships with community organizations—such as tribal groups and mental health associations—facilitates the use of trauma-engaged practices.</p> <p>Community co-creation: School co-creates with community. Connection with community sustains trauma-engaged practices.</p> <p>Positive staff-to-student relationships: Positive relationships between staff and their students set foundation for trauma-engaged practices.</p> <p>Safe and supportive school climate: School has a climate where students and staff feel safe to talk to each other and teachers are available to support students’ needs. This sets a strong foundation for trauma-engaged practices.</p> <p>Cultural connectedness: School is culturally responsive, which facilitates trauma-engaged practices.</p>
Other facilitators: Any facilitators not captured by other subcodes	

Source: Codebook developed by the Regional Educational Laboratory Northwest study team based on interviews with school leaders in Alaska on implementation of trauma-engaged practices.

Table C4. School leader codebook—parent code: barriers

Subcode	Child code
Alaska Department of Education and Early Development (AK DEED) resources: Barriers to using AK DEED resources	<p>Overwhelming: There's a lot in the framework, and it can be hard to know where to start or remember the components.</p> <p>Static: The resources are static or outdated.</p> <p>Access and visibility: People don't visit AK DEED's website, and it's not visible in educators' day-to-day. The framework booklet sits forgotten on the shelf.</p> <p>Virtual as barrier: People prefer in-person resources. Virtual delivery of resources (e.g., eLearning modules, professional development webinar) lack interactivity and aren't as impactful as in-person opportunities.</p> <p>In-person as a barrier: People prefer virtual resources. In-person delivery of resources (e.g., trainings, conferences) requires more resources and time for schools to attend.</p> <p>Lacks concrete practices: The framework is abstract. There aren't many concrete, tangible classroom practices that staff can apply.</p> <p>Needs to be integrated/translated into action: Using the resources is one more thing to do, and it requires a lot of effort to translate them into action. Suggestions include integrating the resources into existing initiatives.</p> <p>Lack of alignment and coherence: School may already be implementing trauma-engaged practices and policies, but staff are unaware or unsure. They subsequently don't gravitate to AK DEED resources. Causes may include practices having different names, and lack of alignment and coherence, which leads to duplicative efforts.</p> <p>Released around or interrupted by pandemic: The framework was released around the pandemic. School's focus was on addressing the pandemic rather than the framework, or their efforts to begin using AK DEED's resources were disrupted by the pandemic.</p> <p>Other barrier to AK DEED resources</p>
Staff: Staff experiences that prevent trauma-engaged practices	<p>Staff turnover/shortage: There is regular turnover of staff. <i>Apply this code when participant doesn't specify a position.</i></p> <ul style="list-style-type: none"> • Educator turnover/shortage: there is regular turnover or a shortage of educators. • Administrator turnover/shortage: There is regular turnover or a shortage of administrators. • Support staff turnover shortage: The school lacks school nurses, school counselors, school psychologists, and school social workers. <p>Lack of staff buy-in: Staff are resistant to implementing trauma-engaged practices. Teachers don't see this as part of their job.</p> <p>Staff trauma/burnout: Examples include: The pandemic was traumatizing for staff and/ or staff experience secondary trauma, high stress, and burnout.</p> <p>Staff lack knowledge/skills: Staff do not have the knowledge or skills to confidently implement trauma-engaged practices. They may see trauma-engaged practices as leniency or coddling.</p> <p>Staff from outside of community: Staff come from another community or from out of state, and they are unfamiliar with the local community, history, and culture.</p> <p>Intimidating/overwhelming: Addressing trauma can be intimidating and overwhelming.</p>

Subcode	Child code
Structural: Schoolwide, districtwide, and statewide structural barriers to trauma-engaged practices	<p>Competing priorities: Other initiatives, such as the Alaska Reads Act, take precedence over trauma-engaged practices.</p> <p>Optional: Since trauma-engaged practices are not mandated by AK DEED, they are not a priority. People request that AK DEED make trauma-engaged practices mandatory for schools.</p> <p>Practices and policies aren't trauma-engaged: School practices and policies are counterproductive to or directly opposing trauma-engaged practices.</p> <p>Not prioritized by school leadership: Site administrators or building leadership do not prioritize trauma-engaged practices. School policies and expectations for staff are not trauma engaged.</p> <p>Not prioritized by district leadership: The school board or district leaders do not prioritize and therefore do not support trauma-engaged practices. District policies and expectations for staff are not trauma engaged.</p> <p>Lack of time: <i>Apply this code when participants explicitly say time is a barrier to trauma-engaged practices.</i> Examples include not having enough time during the school day or the school year to implement trauma-engaged practices.</p> <p>Lack of funding: School lacks funding to implement trauma-engaged practices, including funding for support staff.</p> <p>Lack of training: Staff across the school lack training to use trauma-engaged practices.</p> <p>Covid: The pandemic and the aftermath of the pandemic are barriers to trauma-engaged practices. Examples include delays in students' social-emotional learning, increased challenging behaviors, etc.</p>
School/Community Characteristics: School and community characteristics that prevent trauma-engaged practices	<p>Rural/remote: The rural or remote nature of the community is a barrier to trauma-engaged practices (e.g., no local service providers).</p> <p>Large school size: The large size of the school is a barrier to trauma-engaged practices.</p> <p>Small school size: The small size of the school is a barrier to trauma-engaged practices.</p> <p>Large demand/under-resourced: There are high rates of adverse childhood events, and the community does not have enough resources to address them (e.g., long waitlists).</p> <p>Lack of community partnerships: School wants to partner with community organizations but does not know how or whom to ask.</p> <p>Misalignment with family interests: School priorities are misaligned with family interests. Examples include the following:</p> <ol style="list-style-type: none"> 1. School wants to partner with families, but families are disengaged and difficult to reach. 2. School wants to implement trauma-engaged practices, but families are resistant to trauma-engaged practices because they aren't ready to break the cycle of trauma or feel ashamed about seeking help. 3. Families are interested in trauma-engaged practices, but school isn't doing much to partner with families.
School/community characteristics: School and community characteristics that prevent trauma-engaged practices	<p>Lack of community buy-in: Can be due to cultural and generational trauma: Education historically is a system of colonization and oppression. Communities are traumatized and do not trust school staff.</p> <p>Student absenteeism: Student absenteeism is a barrier to trauma-engaged practices.</p>
Other barriers: Any barriers not captured by other subcodes	

Source: Codebook developed by the Regional Educational Laboratory Northwest study team based on interviews with school leaders in Alaska on implementation of trauma-engaged practices.

Table C5. Teacher codebook—parent code: facilitators

Subcode	Child code
Alaska Department of Education and Early Development (AK DEED) resources: Facilitators of using AK DEED resources	<p>Physical book: Having the framework in a physical book encourages use of the framework.</p> <p>Previous positive experience: Staff has used the framework previously. They had a positive experience, which encourages them to continue using it.</p> <p>Outside insights: Teachers note feedback received from outside visitors (e.g., AK DEED, other schools, community members) supports use of the framework.</p> <p>Other facilitator for AK DEED resources</p>
Staff: Staff experiences that facilitate trauma-engaged practices	<p>Staff buy-in: Staff prioritize and understand the importance of trauma-engaged practices.</p> <p>Shared values: Staff share values for supporting children.</p> <p>Shared knowledge: Staff share knowledge and discuss trauma-engaged practices with each other.</p> <p>Staff collaboration: Staff work together to support students. For example, one teacher asks another teacher to check in on a student.</p> <p>Staff skill/expertise: There are staff who are skilled, knowledgeable, or experienced with trauma-engaged practices.</p> <p>Testimonials/positive impact: Staff witness the positive effects of trauma-engaged practices, which encourages them to start or continue using trauma-engaged practices.</p> <p>Staff personal adverse childhood events: Staff have personally experienced adverse childhood events, so they understand the importance of trauma-engaged practices.</p>
Structural: Schoolwide, districtwide, and statewide structural facilitators of trauma-engaged practices	<p>Support from AK DEED: AK DEED provides support to schools to implement trauma-engaged practices.</p> <p>Prioritized by school leadership: School leader prioritizes trauma-engaged practices.</p> <p>Prioritized by district leadership: District leaders prioritize trauma-engaged practices.</p> <p>District offers/supports training: District either provides the training, provides the funding and opportunities for staff to receive training, or employs a trainer.</p> <p>Aligned initiatives: Other initiatives—such as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), and the Association of Alaska School Board’s School Climate and Connectedness (AASB SCCS)—support trauma-engaged practices.</p> <p>Funding: School has funding and can allocate it toward implementing trauma-engaged practices.</p> <p>Support staff: The presence of school nurses, school counselors, school social workers, and/or school psychologists facilitates trauma-engaged practices.</p> <p>Trauma-engaged position: The district has a position dedicated to implementing trauma-engaged practices.</p> <p>Early advocates: A few strong advocates spark and spread trauma-engaged practices.</p> <p>Student basic needs: School supports staff to address student basic needs. For example, school supports staff to buy toiletries and clothes for students.</p> <p>Extracurricular activities: School offers extracurricular activities, which offer opportunities for trauma-engaged practices that boost student well-being.</p>

Subcode	Child code
School/community characteristics: school and community characteristics that facilitate trauma-engaged practices	<p>Rural/remote: The rural or remote nature of the community is a facilitator for trauma-engaged practices (e.g., community is small and tight-knit).</p> <p>Large school size: The large size of the school facilitates trauma-engaged practices.</p> <p>Small school size: The small size of the school facilitates trauma-engaged practices.</p> <p>High adverse childhood events high priority: There are higher rates of adverse childhood events, so addressing trauma is a high priority for the community.</p> <p>Family support/buy-in: Families support and are open to trauma-engaged practices.</p> <p>Family partnerships: Partnerships with, outreach to, and events with families facilitate the use of trauma-engaged practices.</p> <p>Community support/buy-in: Community supports and is open to trauma-engaged practices.</p> <p>Community partnerships: Partnerships with community organizations—such as tribal groups and mental health associations—facilitates the use of trauma-engaged practices.</p> <p>Community co-creation: School co-creates with community. Connection with community sustains trauma-engaged practices.</p> <p>Positive staff-to-student relationships: Positive relationships between staff and their students set foundation for trauma-engaged practices.</p> <p>Safe and supportive school climate: School has a climate where students and staff feel safe to talk to each other and teachers are available to support students’ needs. This sets a strong foundation for trauma-engaged practices.</p> <p>Cultural connectedness: School is culturally responsive, which facilitates trauma-engaged practices.</p>
Other facilitators: Any facilitators not captured by other subcodes	

Source: Codebook developed by the Regional Educational Laboratory Northwest study team based on interviews with teachers in Alaska on implementation of trauma-engaged practices.

Table C6. Teacher codebook—parent code: barriers

Subcode	Child code
Alaska Department of Education and Early Development (AK DEED) resources: Barriers to using AK DEED resources	<p>Overwhelming: There’s a lot in the framework, and it can be hard to know where to start or remember the components.</p> <p>Static: The resources are static or outdated.</p> <p>Access and visibility: People don’t visit AK DEED’s website, and it’s not visible in educators’ day-to-day. The framework booklet sits forgotten on the shelf.</p> <p>Virtual as barrier: People prefer in-person resources. Virtual delivery of resources (e.g., eLearning modules, professional development webinar) lack interactivity and aren’t as impactful as in-person opportunities.</p> <p>In-Person as a barrier: People prefer virtual resources. In-person delivery of resources (e.g., trainings, conferences) requires more resources and time for schools to attend.</p> <p>Lacks concrete practices: The framework is abstract. There aren’t many concrete, tangible classroom practices that staff can apply.</p> <p>Needs to be integrated/translated into action: Using the resources is one more thing to do, and it requires a lot of effort to translate them into action. Suggestions include integrating the resources into existing initiatives.</p> <p>Lack of alignment and coherence: School may already be implementing trauma-engaged practices and policies, but staff are unaware or unsure. They subsequently don’t gravitate to AK DEED resources. Causes may include practices having different names, and lack of alignment and coherence which leads to duplicative efforts.</p> <p>Released around or interrupted by pandemic: The framework was released around the pandemic. School’s focus was on addressing the pandemic rather than the framework, or their efforts to begin using AK DEED’s resources were disrupted by the pandemic.</p> <p>Other barrier to AK DEED resources</p>

Subcode	Child code
Staff: Staff experiences that prevent trauma-engaged practices	<p>Staff turnover/shortage: There is regular turnover of staff. <i>Apply this code when participant doesn't specify a position.</i></p> <ul style="list-style-type: none"> • Educator turnover/shortage: There is regular turnover or a shortage of educators. • Administrator turnover/shortage: There is regular turnover or a shortage of administrators. • Support staff turnover/shortage: The school lacks school nurses, school counselors, school psychologists, and school social workers. <p>Lack of staff buy-in: Staff are resistant to implementing trauma-engaged practices. Teachers don't see this as part of their job.</p> <p>Staff trauma/burnout: Examples include: The pandemic was traumatizing for staff and/or staff experience secondary trauma, high stress, and burnout.</p> <p>Staff lack knowledge/skills: Staff do not have the knowledge or skills to confidently implement trauma-engaged practices. They may see trauma-engaged practices as leniency or coddling.</p> <p>Staff from outside of community: Staff come from another community or from out of state, and they are unfamiliar with the local community, history, and culture.</p> <p>Intimidating/overwhelming: Addressing trauma can be intimidating and overwhelming.</p> <p>Multiple roles: Staff play multiple roles, which pulls them from learning about or implementing trauma-engaged practices.</p> <p>Lack of relationships: The lack of relationships hinders trauma-engaged practices. Staff see a need for peer-to-peer support for students and for teachers.</p>
Structural: Schoolwide, districtwide, and statewide structural barriers to trauma-engaged practices	<p>Competing priorities: Other initiatives, such as the Alaska Reads Act, take precedence over trauma-engaged practices.</p> <p>Optional: Since trauma-engaged practices are not mandated by AK DEED, they are not a priority. People request that AK DEED make trauma-engaged practices mandatory for schools.</p> <p>Practices and policies aren't trauma-engaged: School practices and policies are counterproductive to or directly opposing trauma-engaged practices.</p> <p>Not prioritized by school leadership: Site administrators or building leadership do not prioritize trauma-engaged practices. School policies and expectations for staff are not trauma engaged.</p> <p>Not prioritized by district leadership: The school board or district leaders do not prioritize and therefore do not support trauma-engaged practices. District policies and expectations for staff are not trauma engaged.</p> <p>Lack of time: <i>Apply this code when participants explicitly say time is a barrier to trauma-engaged practices.</i> Examples include not having enough time during the school day or the school year to implement trauma-engaged practices.</p> <p>Lack of funding: School lacks funding to implement trauma-engaged practices, including funding for support staff.</p> <p>Lack of training: Staff across the school lack training to use trauma-engaged practices.</p> <p>Lack of administrator training: Staff members identify the need for administrators to undergo training for school to be trauma engaged. Administrators include assistant principals, principals, board members, directors, and superintendents.</p> <p>Lack of understanding of current classroom: Decision makers do not know what a current classroom environment looks like anymore. The policies that are implemented reflect this lack of understanding.</p> <p>Covid: The pandemic and the aftermath of the pandemic are barriers to trauma-engaged practices. Examples include delays in students' social-emotional learning, increased challenging behaviors, etc.</p>

Subcode	Child code
School/community characteristics: School and community characteristics that prevent trauma-engaged practices	<p>Rural/remote: The rural or remote nature of the community is a barrier to trauma-engaged practices (e.g., no local service providers).</p> <p>Large school size: The large size of the school is a barrier to trauma-engaged practices.</p> <p>Small school size: The small size of the school is a barrier to trauma-engaged practices.</p> <p>Large demand/under-resourced: There are high rates of adverse childhood events, and the community does not have enough resources to address them (e.g., long waitlists).</p> <p>Lack of community partnerships: School wants to partner with community organizations but does not know how or whom to ask.</p> <p>Misalignment with family interests: School priorities are misaligned with family interests. Examples include the following:</p> <ol style="list-style-type: none"> 1. School wants to partner with families, but families are disengaged and difficult to reach. 2. School wants to implement trauma-engaged practices, but families are resistant to trauma-engaged practices because they aren't ready to break the cycle of trauma or feel ashamed about seeking help. 3. Families are interested in trauma-engaged practices, but school isn't doing much to partner with families. <p>Lack of community buy-in: Can be due to cultural and generational trauma: Education historically is a system of colonization and oppression. Communities are traumatized and do not trust school staff.</p> <p>Student absenteeism: Student absenteeism is a barrier to trauma-engaged practices.</p>
Other barriers: Any barriers not captured by other subcodes	

Source: Codebook developed by the Regional Educational Laboratory Northwest study team based on interviews with teachers in Alaska on implementation of trauma-engaged practices.

Table C7. Support staff codebook—parent code: facilitators

Subcode	Child code
Alaska Department of Education and Early Development (AK DEED) resources: Facilitators of using DEED resources	<p>Physical book: Having the framework in a physical book encourages use of the framework.</p> <p>Previous positive experience: Staff has used the framework previously. They had a positive experience, which encourages them to continue using it.</p> <p>AK DEED trainings and conferences: AK DEED provides trainings and professional development on their framework, which encourages schools to use their resources.</p> <p>Other facilitator for AK DEED resources</p>
Staff: Staff experiences that facilitate trauma-engaged practices	<p>Staff buy-in: Staff prioritize and understand the importance of trauma-engaged practices.</p> <p>Shared values: Staff share values for supporting children.</p> <p>Shared knowledge: Staff share knowledge and discuss trauma-engaged practices with each other.</p> <p>Staff collaboration: Staff work together to support students. For example, one teacher asks another teacher to check in on a student.</p> <p>Staff skill/expertise: There are staff who are skilled, knowledgeable, or experienced with trauma-engaged practices.</p> <p>Testimonials/positive impact: Staff witness the positive effects of trauma-engaged practices, which encourages them to start or continue using trauma-engaged practices.</p> <p>Staff personal adverse childhood events: Staff have personally experienced adverse childhood events, so they understand the importance of trauma-engaged practices.</p>

Subcode	Child code
Structural: Schoolwide, districtwide, and statewide structural facilitators of trauma-engaged practices	<p>Support from AK DEED: AK DEED provides support to schools to implement trauma-engaged practices.</p> <p>Prioritized by school leadership: School leader prioritizes trauma-engaged practices.</p> <p>Prioritized by district leadership: District leaders prioritize trauma-engaged practices.</p> <p>District offers/supports training: District either provides the training, provides the funding and opportunities for staff to receive training, or employs a trainer.</p> <p>Aligned initiatives: Other initiatives—such as Positive Behavioral Interventions and Supports (PBIS), Multi-Tiered Systems of Support (MTSS), and the Association of Alaska School Board’s School Climate and Connectedness (AASB SCCS)—support trauma-engaged practices.</p> <p>Funding: School has funding and can allocate it toward implementing trauma-engaged practices.</p> <p>Support staff: The presence of school nurses, school counselors, school social workers, and/or school psychologists facilitates trauma-engaged practices.</p> <p>Trauma-engaged position: The district has a position dedicated to implementing trauma-engaged practices.</p> <p>Early advocates: A few strong advocates spark and spread trauma-engaged practices.</p> <p>Student basic needs: School supports staff to address student basic needs. For example, school supports staff to buy toiletries and clothes for students.</p>
School/community characteristics: School and community characteristics that facilitate trauma-engaged practices	<p>Rural/remote: The rural or remote nature of the community is a facilitator for trauma-engaged practices (e.g., community is small and tight-knit).</p> <p>Large school size: The large size of the school facilitates trauma-engaged practices.</p> <p>Small school size: The small size of the school facilitates trauma-engaged practices.</p> <p>High adverse childhood events high priority: There are higher rates of adverse childhood events, so addressing trauma is a high priority for the community.</p> <p>Family support/buy-in: Families support and are open to trauma-engaged practices.</p> <p>Family partnerships: Partnerships with, outreach to, and events with families facilitate the use of trauma-engaged practices.</p> <p>Community support/buy-in: Community supports and is open to trauma-engaged practices.</p> <p>Community partnerships: Partnerships with community organizations—such as tribal groups and mental health associations—facilitates the use of trauma-engaged practices.</p> <p>Community co-creation: School co-creates with community. Connection with community sustains trauma-engaged practices.</p> <p>Positive staff-to-student relationships: Positive relationships between staff and their students set foundation for trauma-engaged practices.</p> <p>Safe and supportive school climate: School has a climate where students and staff feel safe to talk to each other and teachers are available to support students’ needs. This sets a strong foundation for trauma-engaged practices.</p> <p>Cultural connectedness: School is culturally responsive, which facilitates trauma-engaged practices.</p>
Other Facilitators: Any facilitators not captured by other subcodes	

Source: Codebook developed by the Regional Educational Laboratory Northwest study team based on interviews with school support staff in Alaska on implementation of trauma-engaged practices.

Table C8. Support staff codebook—parent code: barriers

Subcode	Child code
Alaska Department of Education and Early Development (AK DEED) resources: Barriers to using AK DEED resources	<p>Overwhelming: There's a lot in the framework, and it can be hard to know where to start or remember the components.</p> <p>Static: The resources are static or outdated.</p> <p>Access and visibility: People don't visit AK DEED's website, and it's not visible in educators' day-to-day. The framework booklet sits forgotten on the shelf.</p> <p>Virtual as barrier: People prefer in-person resources. Virtual delivery of resources (e.g., eLearning modules, professional development webinar) lack interactivity and aren't as impactful as in-person opportunities.</p> <p>In-person as a barrier: People prefer virtual resources. In-person delivery of resources (e.g., trainings, conferences) require more resources and time for schools to attend.</p> <p>Lacks concrete practices: The framework is abstract. There aren't many concrete, tangible classroom practices that staff can apply.</p> <p>Needs to be integrated/translated into action: Using the resources is one more thing to do, and it requires a lot of effort to translate them into action. Suggestions include integrating the resources into existing initiatives.</p> <p>Lack of alignment and coherence: School may already be implementing trauma-engaged practices and policies, but staff are unaware or unsure. They subsequently don't gravitate to AK DEED resources. Causes may include practices having different names, and lack of alignment and coherence which leads to duplicative efforts.</p> <p>Released around or interrupted by pandemic: The framework was released around the pandemic. School's focus was on addressing the pandemic rather than the framework, or their efforts to begin using AK DEED's resources were disrupted by the pandemic.</p> <p>Ensuring use of resources: Support staff find it challenging to ensure all school staff have and use DEED's resources.</p> <p>Other barrier to AK DEED resources</p>
Staff: Staff experiences that prevent trauma-engaged practices	<p>Staff turnover/shortage: There is regular turnover of staff. <i>Apply this code when participant doesn't specify a position.</i></p> <ul style="list-style-type: none"> • Educator turnover/shortage: There is regular turnover or a shortage of educators. • Administrator turnover/shortage: There is regular turnover or a shortage of administrators. • Support staff turnover/shortage: The school lacks school nurses, school counselors, school psychologists, and school social workers. <p>Lack of staff buy-in: Staff are resistant to implementing trauma-engaged practices. Teachers don't see this as part of their job.</p> <p>Staff trauma/burnout: Examples include: The pandemic was traumatizing for staff and/or staff experience secondary trauma, high stress, and burnout.</p> <p>Staff lack knowledge/skills: Staff do not have the knowledge or skills to confidently implement trauma-engaged practices. They may see trauma-engaged practices as leniency or coddling.</p> <p>Staff from outside of community: Staff come from another community or from out of state, and they are unfamiliar with the local community, history, and culture.</p> <p>Intimidating/overwhelming: Addressing trauma can be intimidating and overwhelming.</p> <p>Multiple roles: Staff play multiple roles, which pulls them from learning about or implementing trauma-engaged practices.</p>

Subcode	Child code
Structural: Schoolwide, districtwide, and statewide structural barriers to trauma-engaged practices	<p>Competing priorities: Other initiatives, such as the Alaska Reads Act, take precedence over trauma-engaged practices.</p> <p>Optional: Since trauma-engaged practices are not mandated by AK DEED, they are not a priority. People request that AK DEED make trauma-engaged practices mandatory for schools.</p> <p>Practices and policies aren't trauma-engaged: School practices and policies are counterproductive to or directly opposing trauma-engaged practices.</p> <p>Not prioritized by school leadership: Site administrators or building leadership do not prioritize trauma-engaged practices. School policies and expectations for staff are not trauma engaged.</p> <p>Not prioritized by district leadership: The school board or district leaders do not prioritize and therefore do not support trauma-engaged practices. District policies and expectations for staff are not trauma engaged.</p> <p>Lack of time: <i>Apply this code when participants explicitly say time is a barrier to trauma-engaged practices.</i> Examples include not having enough time during the school day or the school year to implement trauma-engaged practices.</p> <p>Lack of funding: School lacks funding to implement trauma-engaged practices, including funding for support staff.</p> <p>Lack of training: Staff across the school lack training to use trauma-engaged practices.</p> <p>Lack of administrator training: Staff members identify the need for administrators to undergo training for school to be trauma engaged. Administrators include assistant principals, principals, board members, directors, and superintendents.</p> <p>Lack of understanding of current classroom: Decision makers do not know what a current classroom environment looks like anymore. The policies that are implemented reflect this lack of understanding.</p> <p>Covid: The pandemic and the aftermath of the pandemic are barriers to trauma-engaged practices. Examples include delays in students' social-emotional learning, increased challenging behaviors, etc.</p>
School/community characteristics: School and community characteristics that prevent trauma-engaged practices	<p>Rural/remote: The rural or remote nature of the community is a barrier to trauma-engaged practices (e.g., no local service providers).</p> <p>Large school size: The large size of the school is a barrier to trauma-engaged practices.</p> <p>Small school size: The small size of the school is a barrier to trauma-engaged practices.</p> <p>Large demand/under-resourced: There are high rates of adverse childhood events, and the community does not have enough resources to address them (e.g., long waitlists).</p> <p>Lack of community partnerships: School wants to partner with community organizations but does not know how or whom to ask.</p> <p>Misalignment with family interests: School priorities are misaligned with family interests. Examples include the following:</p> <ol style="list-style-type: none"> 1. School wants to partner with families, but families are disengaged and difficult to reach. 2. School wants to implement trauma-engaged practices, but families are resistant to trauma-engaged practices because they aren't ready to break the cycle of trauma or feel ashamed about seeking help. 3. Families are interested in trauma-engaged practices, but school isn't doing much to partner with families. <p>Lack of community buy-in: Can be due to cultural and generational trauma: Education historically is a system of colonization and oppression. Communities are traumatized and do not trust school staff.</p> <p>Student absenteeism: Student absenteeism is a barrier to trauma-engaged practices.</p>
Other barriers: Any barriers not captured by other subcodes	

Source: Codebook developed by the Regional Educational Laboratory Northwest study team based on interviews with school support staff in Alaska on implementation of trauma-engaged practices.

Table C9. Support staff codebook—parent code: support position

Subcode	Child code
Administrator	
Counselor	
Interventionist	
Community resource liaison	
Other support staff	

Source: Codebook developed by the Regional Educational Laboratory Northwest study team based on interviews with school support staff in Alaska on implementation of trauma-engaged practices.

Appendix D. Trauma-Engaged Practices and Policies Implementation Survey



From 2017 to 2020, the Alaska Department of Education and Early Development (AK DEED) partnered with organizations across the state to develop and release a suite of resources aimed at supporting Alaska's schools and communities to develop and implement trauma-engaged practices and policies. This [suite of resources](#) includes a trauma-engaged framework, toolkit, video library, eLearning modules, professional development series, and connections to other organizations in the state doing related work.

To understand the implementation of trauma-engaged practices and policies throughout the state, AK DEED has partnered with Regional Educational Laboratory Northwest to develop this Trauma-Engaged Practices and Policies Implementation Survey. This survey will be disseminated to each school in the state to understand the extent of implementation at each school building and across the state as a whole. This information will inform the development of additional supports that may be needed for schools to fully integrate trauma engaged practices.

To complete this survey, please identify a person or group of people (e.g., administrators, counselors, teachers) most familiar with the school's trauma-engaged practices and policies. We encourage you to work with your team to complete the paper version of the survey prior to accessing the online version of the survey. This will ensure you can complete the survey in a single session. If you prefer to complete the online survey over multiple sessions, please access your personalized survey link using the same device and web browser. This will allow you to return to the online survey and pick up where you left off. We anticipate the survey will take approximately 60 minutes for your team to complete.

Section 1. Survey respondent background

The first section of the survey asks you to provide a few details about the person or people completing this survey.

1. How many people are completing this survey? ____ (#)
2. Please describe the roles of the individuals completing this survey and the number of years each person has worked at this school. Select role from the following list of options:
 - Principal
 - Assistant Principal
 - School Counselor
 - School Social Worker
 - School Psychologist
 - Teacher
 - Instructional Coach
 - Nurse
 - Parent
 - Other (please specify)

Role	Years employed by this school

Section 2. Alaska's trauma-engaged suite of resources

The second section of this survey asks you to reflect the extent to which you agree that staff are aware of and use [Alaska's Trauma-Engaged suite of resources](#).

Please answer each question to the best of your ability. If you are uncertain, we encourage you to:

- Engage with your team members completing this survey to discuss perspectives across the team
- Connect with relevant individuals in your school outside of the survey completion team to gather their perspectives
- If you are still unsure, please select "Strongly disagree"

Staff at this school are <u>aware</u> of Alaska's Trauma-Engaged suite of resources, including...	Strongly disagree	Disagree	Disagree some/ Agree some	Agree	Strongly agree
The framework titled, "Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska"	1	2	3	4	5
The Transforming Schools: Trauma-Engaged Toolkit	1	2	3	4	5
The Transforming Schools Quick Guide	1	2	3	4	5
The Association of Alaska School Boards (AASB) and DEED professional development series webinars about trauma-engaged schools	1	2	3	4	5
DEED's online trauma-engaged eLearning courses	1	2	3	4	5
DEED's social media campaign about trauma-engaged schools	1	2	3	4	5

Staff at this school <u>use</u> Alaska's Trauma-Engaged suite of resources, including...	Strongly disagree	Disagree	Disagree some/ Agree some	Agree	Strongly agree
The framework titled, "Transforming Schools: A Framework for Trauma-Engaged Practice in Alaska"	1	2	3	4	5
The Transforming Schools: Trauma-Engaged Toolkit	1	2	3	4	5
The Transforming Schools Quick Guide	1	2	3	4	5
The Association of Alaska School Boards (AASB) and DEED professional development series webinars about trauma-engaged schools	1	2	3	4	5
DEED's online trauma-engaged eLearning courses	1	2	3	4	5
DEED's social media campaign about trauma-engaged schools	1	2	3	4	5

Section 3. Use of trauma-engaged strategies

The third section of this survey asks you to reflect on the extent to which you agree that practices and policies described in the suite of resources are used at your school.

Please answer each question to the best of your ability. If you are uncertain, we encourage you to:

- Engage with your team members completing this survey to discuss perspectives across the team
- Connect with relevant individuals in your school outside of the survey completion team to gather their perspectives
- If you are still unsure, please select “Strongly disagree”

	Strongly disagree	Disagree	Disagree some/ Agree some	Agree	Strongly agree
Planning and coordination of schoolwide efforts					
1. District and school staff collaborate to develop trauma-engaged practices for this school.	1	2	3	4	5
2. Stakeholders (e.g., parents, students) are involved in planning and coordinating trauma-engaged efforts for this school.	1	2	3	4	5
3. The policies, guidelines, and handbooks regarding trauma-engaged practices for this school are well aligned.	1	2	3	4	5
4. This school has a multidisciplinary team that plans for trauma-engaged practices.	1	2	3	4	5
5. This school regularly collects, interprets, and disseminates data used to support trauma-engaged practices (e.g., discipline data, mental health screening, referrals to treatment).	1	2	3	4	5
6. This school is engaged in visioning and plan development using a trauma-engaged lens.	1	2	3	4	5
7. Trauma-engaged practices have been integrated into the school’s strategic plans.	1	2	3	4	5

	Strongly disagree	Disagree	Disagree some/ Agree some	Agree	Strongly agree
Policy considerations					
1. District and school staff collaborate to develop well-aligned trauma-engaged policies for this school.	1	2	3	4	5
2. This school’s policies are aligned with social-emotional learning and trauma-engaged approaches.	1	2	3	4	5
3. This school uses policies that contribute to a safe and supportive school environment.	1	2	3	4	5
4. Students and community members are involved in making policy decisions for this school.	1	2	3	4	5

	Strongly disagree	Disagree	Disagree some/ Agree some	Agree	Strongly agree
Deconstructing trauma					
1. Staff at this school understand adverse childhood events, stress, and trauma.	1	2	3	4	5
2. This school uses trauma-engaged practices to discipline (e.g., restorative practice, non-punitive).	1	2	3	4	5
3. Staff at this school have meaningful conversations about how trauma and resilience manifest in the school community.	1	2	3	4	5
4. Strength-based language is used throughout this school community.	1	2	3	4	5
5. This school has developed a master list of trauma-engaged resources and supports.	1	2	3	4	5

	Strongly disagree	Disagree	Disagree some/ Agree some	Agree	Strongly agree
Relationship building					
1. This school develops community through visible representations of local cultures throughout the building.	1	2	3	4	5
2. This school recognizes and celebrates a wide range of student successes.	1	2	3	4	5
3. This school has integrated relationship building into its vision or mission.	1	2	3	4	5
4. Staff in this school develop plans for building positive relationships.	1	2	3	4	5
5. This school conducts ongoing reviews of data (e.g., school climate, student perceptions) to assess relationships and stakeholder satisfaction.	1	2	3	4	5

	Strongly disagree	Disagree	Disagree some/ Agree some	Agree	Strongly agree
Schoolwide practices and climate					
1. This school maintains a safe and welcoming physical school environment.	1	2	3	4	5
2. This school uses a schoolwide restorative practices approach.	1	2	3	4	5
3. Staff and students in this school collaborated in the creation of a school behavior purpose statement with positive expectations aligned with cultural and community values.	1	2	3	4	5
4. This school engaged in the co-creation of a shared vision and goals for improving school climate and connectedness.	1	2	3	4	5
5. This school uses the School Climate and Connectedness Survey (SCCS) or other school climate assessment.	1	2	3	4	5
6. This school documents changes needed to improve climate and develops plans to address needs.	1	2	3	4	5
7. This school's practices and policies are aligned with cultural and community values.	1	2	3	4	5

	Strongly disagree	Disagree	Disagree some/ Agree some	Agree	Strongly agree
Skill instruction					
1. This school encourages the development of overall social-emotional skills.	1	2	3	4	5
2. This school supports the development of social, emotional, and behavioral skills that help youth overcome life stressors.	1	2	3	4	5
3. This school encourages the development of self-regulation skills.	1	2	3	4	5
4. This school encourages the development of responsible decision-making skills.	1	2	3	4	5
5. This school has developed a process to identify developmentally-matched social-emotional learning skills needed to meet schoolwide behavior expectations.	1	2	3	4	5
6. Staff at this school are accountable for student social-emotional skill development.	1	2	3	4	5
7. Staff at this school have access to professional learning on social-emotional skill development.	1	2	3	4	5
8. Staff at this school use the hand model of the brain to learn and teach about trauma.	1	2	3	4	5

	Strongly disagree	Disagree	Disagree some/ Agree some	Agree	Strongly agree
Support services					
1. This school engages with local or regional health organizations to support student needs.	1	2	3	4	5
2. This school engages with local or regional behavioral health organizations to support student needs.	1	2	3	4	5
3. This school has developed protocols for memorandums of agreement and release of information documents for sharing of information with medical and behavioral health providers.	1	2	3	4	5
4. This school engages student support teams.	1	2	3	4	5
5. This school has developed peer-to-peer programs (e.g., peer tutoring, peer mentoring).	1	2	3	4	5
6. This school has at least a half-time health provider (e.g., school nurse).	1	2	3	4	5
7. This school has at least a half-time mental health provider (e.g., school counselor, school social worker).	1	2	3	4	5

	Strongly disagree	Disagree	Disagree some/ Agree some	Agree	Strongly agree
Cultural integration and community co-creation					
1. This school includes culture and community context in curricula.	1	2	3	4	5
2. This school engages with local tribes or cultural groups.	1	2	3	4	5
3. This school engages with community members.	1	2	3	4	5
4. Staff at this school use culturally responsive practices.	1	2	3	4	5
5. This school has an ongoing review of curricula through culturally responsive, place-based, and intergenerational healing lenses.	1	2	3	4	5
6. School leadership procures and provides access to professional learning on culturally responsive practices.	1	2	3	4	5

	Strongly disagree	Disagree	Disagree some/ Agree some	Agree	Strongly agree
Family partnership					
1. This school utilizes social media to share opportunities or key messages with families and community members.	1	2	3	4	5
2. This school has practices that allow staff to invite feedback from families in a variety of ways.	1	2	3	4	5
3. This school has practices that allow staff to set goals for connecting with families and track progress on goals.	1	2	3	4	5
4. This school has developed an inventory of approaches for building family connections.	1	2	3	4	5
5. This school is a welcoming place for families.	1	2	3	4	5
6. This school connects with families in their native language (e.g., translation of school messages, provision of interpreters).	1	2	3	4	5

	Strongly disagree	Disagree	Disagree some/ Agree some	Agree	Strongly agree
Self-care					
1. Leadership at this school supports staff in prioritizing self-care in concrete ways (e.g., dedicated time, professional learning related to self-care).	1	2	3	4	5
2. Staff in this school have the opportunity to use practices (e.g., mindfulness, breathing, meditation) that help prevent and address stress, burnout, secondary trauma, and compassion fatigue.	1	2	3	4	5
3. Staff in this school are trained to recognize signs of fatigue or trauma.	1	2	3	4	5
4. Staff in this school have knowledge of self-care techniques (e.g., mindfulness, breathing, meditation).	1	2	3	4	5
5. Students in this school have knowledge of self-care techniques (e.g., mindfulness, breathing, meditation).	1	2	3	4	5
6. Students in this school have the opportunity to use self-care techniques (e.g., mindfulness, breathing, meditation).	1	2	3	4	5

	Strongly disagree	Disagree	Disagree some/ Agree some	Agree	Strongly agree
Structures for professional learning					
1. Staff at this school have time allotted for professional learning.	1	2	3	4	5
2. Staff at this school have access to professional learning on trauma-engaged practices.	1	2	3	4	5
3. Staff at this school develop or co-develop professional learning experiences.	1	2	3	4	5
4. This school uses feedback to evaluate training and professional learning.	1	2	3	4	5

Section 4. Experiences implementing trauma-engaged practices

The final section of this survey asks you to reflect on factors that may have influenced your school's use of trauma-engaged practices. This section also asks you to describe the successes and challenges your school has experienced, as well as the partners and related programs or initiatives that have influenced your school's use of trauma-engaged practices.

Please answer each question to the best of your ability. If you are uncertain, we encourage you to:

- Engage with your team members completing this survey to discuss perspectives across the team
- Connect with relevant individuals in your school outside of the survey completion team to gather their perspectives

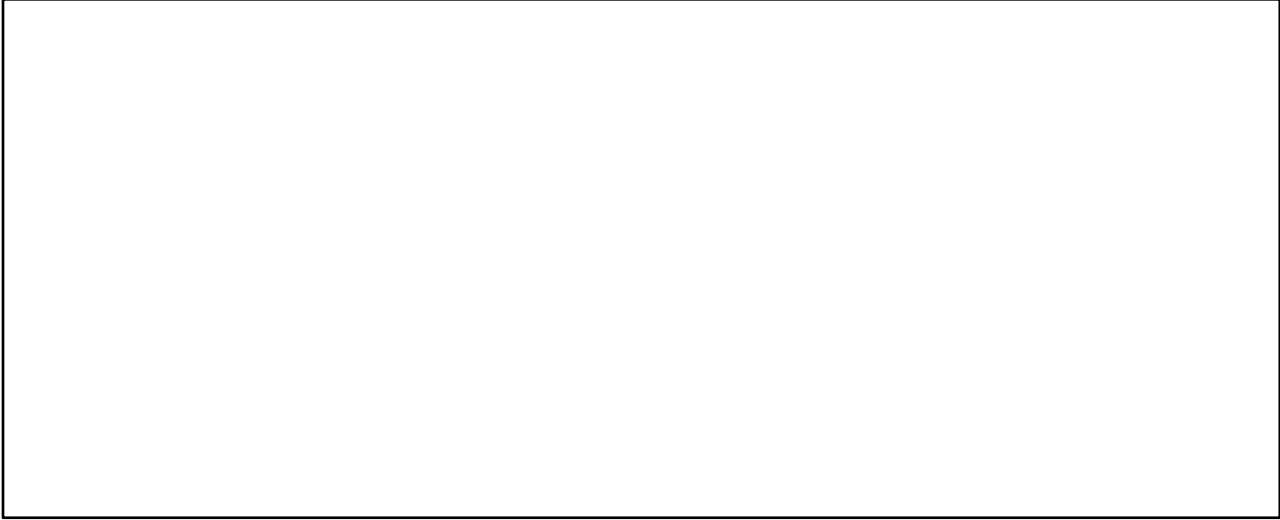
What factors have influenced this school's implementation of trauma-engaged practices?	Significant barrier to implementation	Barrier to implementation	Neither a barrier nor facilitator	Facilitator to implementation	Significant facilitator to implementation
Budgetary resources	1	2	3	4	5
Capacity of current staff to carry out the work	1	2	3	4	5
Community partners	1	2	3	4	5
DEED resources	1	2	3	4	5
District leadership	1	2	3	4	5
Hiring of new staff to carry out the work	1	2	3	4	5
School culture	1	2	3	4	5
School leadership	1	2	3	4	5
School size	1	2	3	4	5
Space in the school building	1	2	3	4	5
Staff knowledge	1	2	3	4	5
Staff readiness to adopt trauma-engaged practices	1	2	3	4	5
Student need	1	2	3	4	5

What successes has this school had in implementing trauma-engaged practices?

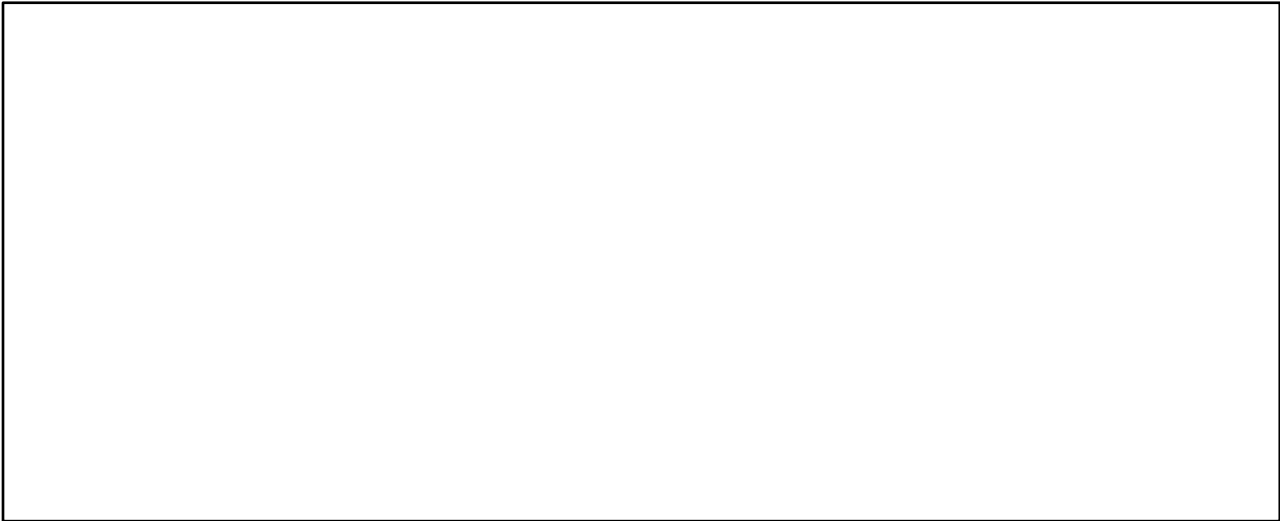
What challenges has this school had in implementing trauma-engaged practices?

What allies or partners does this school have in implementing trauma-engaged practices?

What other programs or initiatives have influenced the implementation of trauma-engaged practices at this school?

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Is there anything else you would like to share?

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