

# State Title IV, Part A Coordinator Survey

## Introduction

This survey of Title IV, Part A State Coordinators examines the implementation of Student Support and Academic Enrichment (SSAE) grants, authorized by Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). The U.S. Department of Education is sponsoring this study and has hired Abt Associates to conduct this survey. The survey focuses on the use of Fiscal Year 2021 Title IV, Part A funds (those available for use during the current school year, 2021-22) and implementation of Title IV, Part A funded programs and activities during this school year.

**We are asking you to complete a short survey about your implementation of the Title IV, Part A Program.**

**The survey should take about 20 minutes to complete.**

**These data will be collected for the purposes of providing comprehensive information describing the Title IV, Part A grant program and services and the supports states are providing to districts to decide how funds should be used and how specific programs and activities are implemented.**

As you may know, recipients of Title IV, Part A funds are expected to cooperate in Department evaluations (Education Department General Administrative Regulations (EDGAR) (34 C.F.R. § 76.591), including this one. We know your time is valuable and we thank you for your participation!

### Paperwork Reduction Act of 1995

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### Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used by the U.S. Department of Education, its contractors, and collaborating researchers only for statistical purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

Throughout this survey, please include LEA consortia when answering questions about districts.

## State Transfer and Use of Title IV, Part A Funds

Questions in this section ask about your state’s transfer and use of Title IV, Part A Fiscal Year 2021 (FY 2021) funds. FY 2021 funds are those that are available for use in this school year (2021-22) and should not include carryover funds.

**1. The total estimated amount of Title IV, Part A funds that the federal government allocated to your state in Fiscal Year 2021 (FY 2021) was:**

- Yes
- No
- Don’t know

\$\_\_\_\_\_ *Prepopulate allocation amount.*

**a. Is the allocation amount displayed above the actual amount your state received in FY 2021? Do not include carryover funds or any transferred funds.**

- Yes
- No

*If 1a = yes, skip to 1c. Else display 1b.*

**b. Please indicate the total amount of Title IV, Part A funds that the federal government allocated to your state in FY 2021. Do not include carryover funds or any transferred funds.**

FY 2021 Title IV, Part A funds allocated from federal government to your state	\$_____
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**c. Now, indicate the total amount of FY 2021 Title IV, Part A funds that your state:**

- **allocated to district/s**
- **set aside for administrative costs**
- **set aside for authorized state-level activities**

**of the FY 2021 Title IV, Part A funds that your state received:**

1.c.1. Amount of funds that your state allocated to district/s	\$_____
1.c.2. Amount of funds that your state set aside for administrative costs	\$_____
1.c.3. Amount of funds that your state set aside for authorized state-level activities	\$_____

**2. Did your state transfer FY 2021 Title IV, Part A funds to other ESSA program/s?**

*If Q2= yes, ask Q3. Else, skip to Q4.*

**3. Of the FY 2021 Title IV, Part A funds that your state set aside for authorized state-level activities (i.e., Section 4104 funds), please indicate the amount that your state transferred to other ESSA programs. Do not include carryover funds.**

Above you indicated that your state set aside the following amount for authorized state-level activities \$[amount reported in Q1.c.3.]

*Please enter your best estimate. Enter "0" if state did NOT transfer FY 2021 Title IV, Part A allocated funds to a particular ESSA program.*

<b>a. Transferred to:</b> Title I, Part A - Improving basic programs operated by school districts	\$_____
<b>b. Transferred to:</b> Title I, Part C - Education of migratory children	\$_____
<b>c. Transferred to:</b> Title I, Part D - Prevention and intervention programs for children and youth who are neglected, delinquent, or at-risk	\$_____
<b>d. Transferred to:</b> Title II, Part A - Supporting effective instruction state grants	\$_____
<b>e. Transferred to:</b> Title III, Part A - State grants for English language acquisition and language enhancement	\$_____
<b>f. Transferred to:</b> Title IV, Part B - 21st Century Community Learning Centers	\$_____
<b>g. Transferred to:</b> Title V, Part B - Rural education	\$_____
<b>h. Total amount of FY 2021 Title IV, Part A allocated funds <u>transferred to another program</u></b>	[Auto sum]

**4. Did your state receive FY 2021 Title IV, Part A funds by transfer from other ESSA program/s?**

- Yes
- No
- Don't know

*If Q4= yes, ask Q5. Else, skip to Q6.*

**5. What is the total amount of FY 2021 Title IV, Part A funds that your state received by transfer from other ESSA program/s?**

\$XXX,XXX,XXX

**6. Of the total amount allocated for state-level activities (4104(b)), what amount of FY 2021 Title IV, Part A funds did your state use to support districts in each of the following areas? Include FY 2021 funds available for use in the school year (2021-22) and any transferred funds (if applicable). Do not include carryover funds.**

In the previous section, you reported the following:

- Total amount of funds that your state set aside for authorized state-level activities: \$ **[amount reported in Q1.c.3]**
- Total amount of FY 2021 Title IV, Part A allocated funds that your state transferred to other ESSA programs: \$**[amount reported in Q3h]**
- Total amount of FY 2021 Title IV, Part A funds that your state received by transfer from other ESSA program/s: \$**[amount reported in Q5]**

Based on your responses, the total amount of FY 2021 funds available for Title IV, Part A state-level activities is: \$**[Q1.c.3. - Q3h + Q5]**

This information is based on your responses in previous questions and might not be accurate if there are missing or inaccurate data in prior responses. If you see an error, please correct your prior responses.

*Please enter your best estimate. Enter "0" if state did not use FY 2021 Title IV, Part A funds in a particular area.*

Supporting districts in the well-rounded educational opportunities content area	\$_____
Supporting districts in the safe and healthy students content area	\$_____
Supporting districts in the effective use of technology content area	\$_____
Monitoring and other cross-cutting activities	\$_____
Identifying and eliminating state barriers to the coordination and integration of programs	\$_____
<b>Total</b>	<b>[Auto sum]</b>

## State Use of Waivers due to the Coronavirus Pandemic

*Questions in this section ask about your state's use of available waivers due to the coronavirus pandemic at any time since the 2019-20 school year.*

7. Has your state used waivers available due to the coronavirus pandemic to provide temporary relief from program requirements under Title IV, Part A at any time since the 2019-20 school year?

- Yes
- No
- Don't Know

*If Q7 = yes, ask Q8. Else, skip to Q9*

8. During which school years has your state used waivers due to the coronavirus pandemic to provide temporary relief from program requirements under Title IV, Part A? Within each year, specify the requirements that were paused. *Select all that apply.*

8a. School Year(s) Waiver was Used <i>[If R does not select Q8a, do not display Q8b (the options in the columns to the right)]</i>	8b. Which requirements were waived? (Select all that apply)			
	<u>Content area spending requirement</u>	<u>Needs assessment requirement</u>	<u>Spending limitation on technology infrastructure</u>	<u>Period of availability of funds</u>
<input type="checkbox"/> 2021-2022 school year				<input type="checkbox"/>
<input type="checkbox"/> 2020-2021 school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> 2019-2020 school year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="radio"/> Don't Know				

## State Supports for District's Use of Title IV, Part A Funds

Questions in this section ask about supports offered by your state to districts specific to Title IV, Part A topics and activities and your state's use of resources provided by the Title IV, Part A Technical Assistance Center.

**9. Has your state provided districts with technical assistance (TA), guidance documents or resource materials on the following topics for use of Title IV, Part A funds? If yes, was the TA, guidance documents or resource materials based on information from the Title IV, Part A Technical Assistance Center (T4PA Center)?**

General Topics	Did state provide districts with TA, guidance documents or resource materials in this area? <i>Select one option in each row.</i>		If yes, was the TA, guidance documents or resource materials based on information from T4PA Center? <i>Select all that apply.</i>
	Yes <i>If yes, show T4PA Center column/item</i>	No	
Consulting with stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Conducting a comprehensive needs assessment	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Allocating Title IV, Part A funds to schools with the greatest need	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Coordinating use of Title IV, Part A funds with activities funded by other federal programs	<input type="radio"/>	<input type="radio"/>	
Identifying evidence-based models, interventions, or strategies	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

**10. Has your state required districts to use the federal Title IV, Part A LEA Needs Assessment Tool developed by the T4PA Center?**

- Yes
- No
- Don't Know

**11. Has your state provided districts with technical assistance, guidance documents or resource materials in one or more the following topics in the Well-Rounded Educational Opportunities content area?**

*If Q11a =No for every item, skip to Q13. If Q11a =Yes for 4 or more items, display Q12.*

**If yes, was the technical assistance, guidance documents or resource materials based on information from the T4PA Center?**

Well-Rounded Educational Opportunities Topics	11a. Did state provide districts with TA, guidance documents or resource materials in this topic area? <i>Select one option in each row.</i>		11b. If yes, was the TA, guidance documents or resource materials based on information from T4PA Center? <i>Select all that apply.</i>
	Yes <i>If yes, show T4PA Center column/item</i>	No	
Science, technology, engineering, and mathematics (STEM) courses and activities (including computer science)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Accelerated learning programs, including Advanced Placement (AP) and International Baccalaureate (IB), dual or concurrent enrollment programs, and early college high schools	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Mental health education, including social and emotional learning interventions	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
College and career counseling	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Career and technical education	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Music and arts education and enrichment	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
American history, civics, economics, geography, social studies, or government instruction	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Environmental education	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Foreign language instruction	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Volunteerism and community involvement programming	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Increasing access for <b>English learners</b> to <i>well-rounded education</i> topic areas	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Increasing access for <b>students with disabilities</b> to <i>well-rounded education</i> topic areas	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

*If Q11a =Yes for 4 or more items, display Q12.*

**12. In the previous question, you indicated your state provided districts with technical assistance, guidance documents or resource materials in the following topics in the Well-Rounded Educational Opportunities content area. Indicate the topics on which your state spent the most staff time and resources this school year (2021-22)? *Select up to three.***

*Display WRE topics in which the state provided assistance to districts i.e., Q11a=Yes for 4 or more items.*

Well-Rounded Educational Opportunities Topics	Topics on which state spent the most time and resources. <i>Select up to 3 responses.</i>
Science, technology, engineering, and mathematics (STEM) courses and activities (including computer science)	<input type="checkbox"/>
Accelerated learning programs, including Advanced Placement (AP) and International Baccalaureate (IB), dual or concurrent enrollment programs, and early college high schools	<input type="checkbox"/>
Mental health education, including social and emotional learning interventions	<input type="checkbox"/>
College and career counseling	<input type="checkbox"/>
Career and technical education	<input type="checkbox"/>
Music and arts education and enrichment	<input type="checkbox"/>
American history, civics, economics, geography, social studies, or government instruction	<input type="checkbox"/>
Environmental education	<input type="checkbox"/>
Foreign language instruction	<input type="checkbox"/>
Volunteerism and community involvement programming	<input type="checkbox"/>
Increasing access for <b>English learners</b> to <i>well-rounded education</i> topic areas	<input type="checkbox"/>
Increasing access for <b>students with disabilities</b> to <i>well-rounded education</i> topic areas	<input type="checkbox"/>
Other, please specify: <i>[Display text from Q11]</i>	<input type="checkbox"/>



**13. Did your state provide districts with technical assistance, guidance documents or resource materials in one or more the following topics in the Safe and Healthy Students content area?**

*If Q13a =No for every item, skip to Q15. If Q13a =Yes for 4 or more items, display Q14.*

**If yes, was the technical assistance, guidance documents or resource materials based on information from the T4PA Center?**

Safe and Healthy Students Topics	13a. Did state provide districts with TA, guidance documents or resource materials in this topic area? <i>Select one option in each row.</i>		13b. If yes, was the TA, guidance documents, or resource materials based on information from T4PA Center? <i>Select all that apply.</i>
	Yes <i>If yes, show T4PA Center column/item.</i>	No	
Drug prevention/reduction programs	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Strategies to improve school climate, including schoolwide positive behavioral interventions and supports	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Family engagement strategies	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Establishing community partnerships	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Bullying and harassment prevention (including cyberbullying)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Mental health education, including social and emotional learning interventions	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Mentoring and school counseling	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Healthy, active lifestyle programs, including nutritional and physical education	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
School drop-out prevention	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
School safety	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Increasing access for <b>English learners</b> to <i>safe and healthy students</i> topic areas	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Increasing access for <b>students with disabilities</b> to <i>safe and healthy students</i> topic areas	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

14. In the previous question, you indicated your state provided districts with technical assistance, guidance documents or resource materials in the following topics in the **Safe and Healthy Students** content area. Indicate the topics on which your state spent the most staff time and resources this school year (2021-22)? *Select up to three.*

*Display SHS topics in which the state provided assistance to districts i.e., Q13=Yes for 4 or more items.*

Safe and Healthy Students Topics	Topics on which state spent the most time and resources. <i>Select up to 3 responses.</i>
Drug prevention/reduction programs	<input type="checkbox"/>
Strategies to improve school climate, including schoolwide positive behavioral interventions and supports	<input type="checkbox"/>
Family engagement strategies	<input type="checkbox"/>
Establishing community partnerships	<input type="checkbox"/>
Bullying and harassment prevention (including cyberbullying)	<input type="checkbox"/>
Mental health education, including social and emotional learning interventions	<input type="checkbox"/>
Mentoring and school counseling	<input type="checkbox"/>
Healthy, active lifestyle programs, including nutritional and physical education	
School drop-out prevention	<input type="checkbox"/>
School safety	<input type="checkbox"/>
Increasing access for <b>English learners</b> to <i>safe and healthy students</i> topic areas	<input type="checkbox"/>
Increasing access for <b>students with disabilities</b> to <i>safe and healthy students</i> topic areas	<input type="checkbox"/>
Other, please specify: <i>[Display text from Q13]</i>	<input type="checkbox"/>

**15. Did your state provide districts with technical assistance, guidance documents or resource materials in one or more the following topics in the Effective Use of Technology content area? If yes, was the technical assistance, guidance documents, or resource materials based on information from the T4PA Center?**

*If Q15a =No for every item, skip to Q17.*

Effective Use of Technology Topics	15a. Did state provide districts with TA, guidance documents or resource materials in this topic area? <i>Select one option in each row.</i>		15b. If yes, was the TA, guidance documents, or resource materials based on information from T4PA Center? <i>Select all that apply.</i>
	Yes <i>If yes, show T4PA Center column/item</i>	No	
Blended learning	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Personalized learning	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Digital learning opportunities for students	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Implement open educational resources (OERs) initiatives	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Support for discovering, adapting, and sharing of high-quality resources	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Technology infrastructure (including devices, equipment, software applications, platforms, digital instructional resources, or one-time IT purchases)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Digital learning opportunities in rural, remote, and underserved areas	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Use of technology to support <b>English learners</b>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Use of technology to support <b>students with disabilities</b> , including making assistive technology available	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Digital citizenship courses and trainings	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>
Other, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>

*If Q15a =Yes for 4 or more items, display Q16.*

**16. In the previous question, you indicated your state provided districts with technical assistance, guidance documents or resource materials in the following topics in the Effective Use of Technology content area. Indicate the topics on which your state spent the most staff time and resources this school year (2021-22)? Select up to three.**

*Display EUT topics in which the state provided assistance to districts i.e., Q15=Yes.*

Effective Use of Technology Topics	Topics on which state spent the most time and resources. Select up to 3 responses.
Blended learning	<input type="checkbox"/>
Personalized learning	<input type="checkbox"/>
Digital learning opportunities for students	<input type="checkbox"/>
Implement open educational resources (OERs) initiatives	<input type="checkbox"/>
Support for discovering, adapting, and sharing of high-quality resources	<input type="checkbox"/>
Technology infrastructure (including devices, equipment, software applications, platforms, digital instructional resources, or one-time IT purchases)	<input type="checkbox"/>
Digital learning opportunities in rural, remote, and underserved areas	<input type="checkbox"/>
Use of technology to support <b>English learners</b>	<input type="checkbox"/>
Use of technology to support <b>students with disabilities</b> , including making assistive technology available	<input type="checkbox"/>
Digital citizenship courses and trainings	<input type="checkbox"/>
Other, please specify: <i>[Display text from Q15]</i>	<input type="checkbox"/>

## State Guidance for District Selection of Title IV, Part A Program or Practice

Questions in this section ask about the strategies used by your state to provide districts guidance about Title IV, Part A programs or practices.

### 17. To what extent does your state use the following strategies to promote the use of evidence-based models, interventions, or strategies to improve student achievement?

Select one response in each row.

State Strategies to Promote the Use of Evidence-Based Interventions	Did not use this strategy	Used this strategy less extensively than other strategies	Used this strategy with other strategies equally	Used this strategy more extensively than other strategies	This was the primary strategy for promoting evidence use
Refers districts to the What Works Clearinghouse, Evidence for ESSA, or another organization that rates evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Links districts with staff from the U.S. Department of Education's Regional Educational Laboratories (RELs) or from the U.S. Department of Education's Comprehensive Centers to obtain information on evidence-based models, interventions or strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides a list of approved evidence-based models, interventions or strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shares T4PA Center document on selecting evidence-based models, interventions or strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides assistance in developing a logic model for a program or practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify: _____		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If R does NOT select "Did not use this strategy" for "Provides a list of approved evidence-based models, interventions or strategies" in Q17, display Q18 and Q19, else skip to Q20.



**18. To what extent did your state consider the following criteria in choosing what to include on the list of approved evidence-based models, interventions, and strategies to improve student achievement? Select one response in each row.**

Criteria for Inclusion	Not considered	Considered with minimal weight	Considered with equal weight	Considered with more weight	Required
Has research from studies using a well-implemented experimental or quasi-experimental design (meets ESSA Tier 1 or 2 evidence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has research showing promising evidence from a well-implemented, correlational study that statistically controls for selection bias (meets ESSA Tier 3 evidence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has high-quality research showing that the intervention is likely to improve student outcomes, and an effort to study the effects of the intervention is underway (meets ESSA Tier 4 evidence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence of effectiveness that meets other evidence criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional design of the program (structure and sequencing, support materials, skills targeted)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with the state's academic content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of aligned assessments to monitor student progress and/or attainment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alignment with school or district identified needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**19. To what extent did your state consider any of these sources of information to determine that the models, interventions, and strategies on the state’s approved list have evidence of effectiveness? Select one response in each row.**

Information Source	Did not consider this source	Considered with minimal weight	Considered with equal weight	Considered with more weight	This was the primary source of information
Information provided by the T4PA Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research published by third-party organizations that evaluate programs or by college/university researchers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommendations from other states, or from schools and districts within the state	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The What Works Clearinghouse, Evidence for ESSA, or another organization that rates evidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information from a U.S. Department of Education’s Regional Educational Laboratory (REL) or a U.S. Department of Education’s Comprehensive Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other source, please specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Challenges in the Use of Title IV, Part A Funds

Questions in this section ask about the greatest challenges in the use of Title IV, Part A funds in your state.

**20. What are the greatest challenges in the use of Title IV-A funds in your state?** *Select up to three challenges.*

- Interpreting allowable use of funds under Title IV, Part A
- Providing training and technical assistance to districts to support implementation of funded programs and activities
- Providing guidance to districts about selection of evidence-based models, interventions, or strategies aligned with district's needs
- Monitoring districts' implementation of Title IV, Part A activities
- Public reporting on districts' implementation of Title IV, Part A activities
- Complying with the requirement that districts with subgrants of at least \$30,000 use a minimum proportion of funds for each of the Title IV, Part A content areas
- Tracking the use of funds by content area
- Complying with the 15 percent limit on funds to purchase technology infrastructure within the effective use of technology content area
- Other, please specify: \_\_\_\_\_

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Thank you for completing the survey! If you have any additional questions, please do not hesitate to contact a member of the study team at: [SSEAE\\_Study@abtassoc.com](mailto:SSEAE_Study@abtassoc.com).