States' Use of Bipartisan Safer Communities Act Stronger Connections (BSCA-SC) Funds: Survey of State BSCA-SC Grant Coordinators

Information For Reviewers

1. The survey uses "skip logic" to determine which items to present to each individual respondent. The skip logic depends on:
   - Sample variables, which hold data about the SEA known before the survey begins. For example, "STATE" holds the two-letter acronym for the state, such as "MD" for Maryland.
   - Response variables, which hold data based on the answers that a respondent gives to an item. For example, AWDBYREFDATE is based on the pattern of responses in Section A.
   - Survey items may include pre-filled values based on these sample variables or response variables. Green text indicates these variables.
2. For certain items with a list of response options, the survey software will present response options in a random order to each respondent. This prevents response biases such as the tendency for respondents to prefer items listed near the top or bottom of a list.
3. Text in blue, Arial Narrow font indicates on-screen prompts or instructions to the respondent.
4. Online each survey item will appear on its own screen with navigation buttons at the bottom that allow the respondent to move to the next item or go back to a previous item.
5. If a respondent leaves an item blank, the survey will present a standard on-screen prompt asking the respondent to enter a response. Respondents may still choose to leave the item blank and continue to the next item. Non-standard "if missing" prompts are indicated below.
6. Question numbering is non-consecutive (for example, Questions A1-A2, followed by A12, A22, etcetera, with no items numbered A3-A11 or A13-A21). **Question numbers will not appear in the online survey but are used for programming purposes only**.

Sample and response variables used in the survey

Name	Type	Definition
STATE	Sample	Common abbreviation for the name of the state, such as "MD" for Maryland or "DC" for District of Columbia.
STAMOUNT	Sample	The dollar amount of the state's total BSCA-SC allocation. Used in validation checks on survey responses in Section A.
REFDATE	Sample	A single reference date used to align responses to a common date when respondents may complete the survey at different times during the survey field period. For example, if the survey launches December 5, 2023, the REFDATE might be set to December 1, 2023.

AWDBYREFDATE	Response	Yes/no: Whether the SEA had awarded any BSCA-SC funding to LEAs by REFDATE

REVIEWERS, PLEASE NOTE THE FOLLOWING:

When programmed for online administration, a given state respondent will receive only a subset of the survey questions below based on their responses.

For example,

SEAs that have awarded some BSCA-SC subgrants by “REFDATE” (definition below), will see

- Items A2-A61, A80-A80a
- Items in Section B (the number of items depends on answers to items in this section)
- C1-C5a, C17
- Items in Section D.

SEAs that have NOT awarded any BSCA-SC subgrants by REFDATE will see

- Items A70a-A80a
- Items in Section B (the number of items depends on answers to items in this section)
- C10-C15a (or C10-C14 and C16, C16a), C17
- Items in Section D.

Welcome

*We are asking you to complete a short survey about STATE's implementation of its Bipartisan Safer Communities Act Stronger Connections (BSCA-SC) grant program. The survey should take about **20 minutes** to complete.*

Please complete the survey by [CLOSINGDATE].

The information collected will help the U.S. Department of Education, Congress, and the public understand how states have begun using BSCA-SC grant funds to promote safe, healthy, and supportive learning environments for students.

*Because BSCA-SC funds were distributed through the Title IV-A program, we request your participation in this survey. However, **if a different individual in your state educational agency coordinates BSCA-SC grant activities**, please ask that individual to complete this survey using the unique survey link you received.*

The U.S. Department of Education is sponsoring this study and has hired Abt Associates to conduct this survey. This survey collects information on 1) how states have begun awarding BSCA-SC subgrants, 2) how states have defined local educational agencies (LEAs) as "high-need," 3) what types of activities states wanted LEAs to prioritize with their BSCA-SC subgrants, and 4) the challenges states may have encountered in implementing BSCA-SC grant-related activities.

Your participation is very important to ensure that all states are represented in the study. As you know, states that receive BSCA-SC funds are expected to cooperate with Department evaluations under Education Department General Administrative Regulations (EDGAR) (34 C.F.R. § 76.591).

Thank you in advance for your cooperation and participation in this important study. If you have any questions, please feel free to contact us at SSAE_Study@abtassoc.com

Paperwork Reduction Act of 1995
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-XXXX. The expiration date for the collection is DATE. Public reporting burden for this collection of information is estimated to average 20 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Education Department General Administrative Regulations (EDGAR) (34 C.F.R. § 76.591)). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1850-XXXX. Note: Please do not return the completed survey to this address.

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. While individual states may be identified in reporting, individual respondents will not be identified. We will not provide information that identifies respondents to anyone outside the study team, except as required by law.

Instructions

The survey will automatically save your answers as you enter them. You may pause and return to the survey as many times as needed by clicking the link to resume with the last question you answered. When you have finished, you may click the final submit button to complete the survey.

As you move through the survey, please try to answer each question. Your answers to each question affect which questions you see next. If you leave a question blank, the survey will display a warning asking you for a response.

To complete the survey, it may be useful to have the following information ready:

- Total amount of BSCA-SC funding [STATE] has awarded to local educational agencies (LEAs)
- When [STATE] awarded BSCA-SC subgrants to LEAs, or when [STATE] expects to award BSCA-SC subgrants
- Number of LEAs that applied for a BSCA-SC subgrant and the number that were awarded a subgrant
- [STATE]'s definition of "high-need" LEAs used to award BSCA-SC subgrants
- [STATE]'s priorities for how districts should use BSCA-SC subgrant funds
- Application materials, FAQs, scoring criteria, or other materials for LEAs to apply for a BSCA-SC subgrant

The survey includes the following sections:

Section A.	Initial BSCA-SC Subgrant Awards to LEAs
Section B.	SEA Procedures For Awarding BSCA-SC Subgrants
Section C.	Prioritizing LEA Use of BSCA-SC Funding
Section D.	Summing Up: Challenges Carrying Out BSCA-SC Grant-Related Activities

When you are ready to begin, click Continue.

Back Continue

Section A: Initial BSCA-SC Subgrant Awards to LEAs

Questions in this section ask about the BSCA Stronger Connections ("BSCA-SC") subgrants that the STATE SEA has awarded to local education agencies (LEAs) so far, or about the STATE SEA's plans to award subgrants.

In this survey, to "award" a subgrant means to notify an LEA that the SEA has selected the LEA to receive a subgrant, even if an SEA may not release subgrant funding until sometime after this award notification.

A1. During each of the following time periods, did the STATE SEA award any BSCA-SC subgrants to LEAs?

Include any subgrants awarded during the dates shown even if the LEAs did not receive their subgrant funds until later.

Display mouseover text for symbol: To award a subgrant means to notify an LEA that the SEA had selected the LEA to receive a subgrant.

Check one in each row:

	Awarded BSCA-SC subgrants to LEAs from:	Yes	No
a	September 15, 2022, through June 30, 2023	❍	❍
b	July 1, 2023, through September 30, 2023	❍	❍
c	October 1, 2023, through REFDATE	❍	❍

RQ 1.2

Prompt if ANY row is MISSING: Please enter a response in **each row**. Your response determines which questions you see next. If you leave this a row blank, we will assume that the best answer is "**No**."

Assign Period01, Period02, Period03:
- If row (a) = Yes, then Period01 = Y. If row (a) = No or missing, then Period01 = N.
- If row (b) = Yes, then Period02 = Y. If row (a) = No or missing, then Period02 = N. If
- If row (c) = Yes, then Period03 = Y. If row (a) = No or missing, then Period03 = N.

Assign AWDBYREFDATE:
- If **(** (Period01 = N or missing) AND (Period02 = N or missing) AND (Period03 = N or missing), then AWDBYREFDATE = N.
- If (Period01 = Y **OR** Period02 = Y **OR** Period03 = Y), then AWDBYREFDATE = Y.

Assign AWDBYYR01
- If (Period01 = Y OR Period02 = Y), then AWDBYYR01 = Y.
- If **(** (Period01 = N or missing) AND (Period02 = N or missing)**)**, then AWDBYYR01 = N.

If (Period01 = Y) go to A2
Else If ((Period01 = N or missing) AND (Period02 = Y), skip to A12.
Else If ((Period01 = N or missing) AND (Period02 = N or missing)) AND (Period03 = Y), skip to A22.
Else if ((Period01 = N or missing) AND (Period02 = N or missing) AND (Period03 = N or missing)), then skip to A70a.

Period01=Y:

A2. **From September 15, 2022, through June 30, 2023**, how much did the STATE SEA award in BSCA-SC funding to LEAs?

Include all subgrant amounts awarded during this period even if the LEAs did not receive their subgrant funds within this period.

Display mouseover text for symbol: To award a subgrant means to notify an LEA that the SEA had selected the LEA to receive a subgrant.

Round the amount to the nearest dollar.

Amount awarded from:
September 15, 2022, through June 30, 2023 **$** _____

Validation check that SUM (A2, A12, A22) ≤ STAMOUNT

RQ 1.2,

If Period02 = Y, go to A12
Else if (Period02 =N or missing) AND (Period03 = Y), skip to A22.
Else if ((Period02=N or missing) AND (Period03 = N or missing)), skip to A26.

Period02 = Y:

A12. **From July 1, 2023, through September 30, 2023**, how much did the STATE SEA award in BSCA-SC funding to LEAs?

Include all subgrant amounts awarded during this period even if the LEAs did not receive their subgrant funds within this period.

Display mouseover text for symbol: To award a subgrant means to notify an LEA that the SEA had selected the LEA to receive a subgrant.

Round the amount to the nearest dollar.

Amount awarded from:
July 1 through September 30, 2023 **$** _____

Validation check that SUM (A2, A12, A22) ≤ STAMOUNT

RQ 1.2,

If Period03 = Y, skip to A22.
Else if (Period03 = N or missing), skip to A26a.

Period03 = Y:

A22. **From October 1, 2023, through REFDATE**, how much did the STATE SEA award in BSCA-SC funding to LEAs?

Include all subgrant amounts awarded during this period even if the LEAs did not receive their subgrant funds within this period.

Display mouseover text for symbol: To award a subgrant means to notify an LEA that the SEA had selected the LEA to receive a subgrant.

Round the amount to the nearest dollar.

Amount awarded **from**
October 1, 2023, through REFDATE: **$** _____

Validation check that SUM (A2, A12, A22) ≤ STAMOUNT

RQ 1.2,

If AWDBYREFDATE=N, go to A70.
If AWDBYREFDATE=Y, go to A26a.

A26a. Did the STATE SEA award any **new** BSCA-SC subgrants to additional LEAs **after REFDATE**?

Display mouseover text for symbol: To award a subgrant means to notify an LEA that the SEA had selected the LEA to receive a subgrant.

Mark one:

- ❍ Yes
- ❍ No

RQ 1.2

A26b. Does the STATE SEA **anticipate** awarding any **new** BSCA-SC subgrants to additional LEAs?

Mark one:

- ❍ Yes
- ❍ No
- ❍ Don't know

RQ 1.2

Missing Prompt: Please enter a response. If you leave this question blank, we will assume that the best answer is "**No**." Your response determines which questions you see next.

If Y, go to A27.
If N or DK or missing skip to A35a.

A27. When does the STATE SEA anticipate awarding the **next** round of **new** BSCA-SC subgrants to additional LEAs?

Display mouseover text for symbol: To award a subgrant means to notify an LEA that the SEA had selected the LEA to receive a subgrant.

Mark one:

- ❍ On or before March 31, 2024
- ❍ April 1 through June 30, 2024
- ❍ July 1 through September 30, 2024
- ❍ On or after October 1, 2024
- ❍ Don't know

RQ 1.3

Go to A35a.

A35a. Did the STATE SEA provide **all LEAs in STATE** with **some amount** of BSCA-SC funds?

For example, some SEAs may have provided all LEAs in the state an initial or "base amount" of BSCA-SC funds but used another process to select **some** LEAs to receive additional BSCA-SC funds.

Mark one:

- ❍ Yes
- ❍ No

RQ 3.1

If Y, go to A35b.
If N or missing, go to A35c.

A35b. Did **LEAs have to apply** for additional BSCA-SC funds above the "base amount" they were provided?

Mark one:

- ❍ Yes
- ❍ No

RQ 3.1

Go to Intro_A39.

A35c. Did **LEAs have to apply** for a BSCA-SC subgrant?

If your SEA required applications from any, all, or only some LEAs, please answer Yes.

Mark one:

- ❍ Yes
- ❍ No

RQ 3.1

Intro_A39. The next set of questions ask for detailed information about how many LEAs were awarded a BSCA-SC subgrant and how many applied for the subgrants that were awarded during the following periods:

If Period01=N or missing, hide row:	September 15, 2022, through June 30, 2023
If Period02=N or missing, hide row:	July 1, 2023, through September 30, 2023
If Period03=N or missing, hide row:	October 1, 2023, through REFDATE

Please answer as accurately as possible by **consulting your SEA's records if necessary**.

A39. In each of the following periods, were any LEAs **part of a consortium** that applied for or was awarded a BSCA-SC subgrant?

Display mouseover text for symbol after "awarded": To award a subgrant means to notify an LEA that the SEA had selected the LEA to receive a subgrant.
Display mouseover text for symbol after "consortium": A consortium is a group of local education agencies (LEAs) that join together to apply for a BSCA-SC subgrant and share any awarded funds.

Mark one in each row:

		Were any LEAs part of a consortium that applied for/was awarded a BSCA-SC subgrant?	
	For BSCA-SC subgrants awarded during this period:	**Yes**	**No**
If Period01=N or missing, hide row:	September 15, 2022, through June 30, 2023	❍	❍
If Period02=N or missing, hide row:	July 1, 2023, through September 30, 2023	❍	❍
If Period03=N or missing, hide row:	October 1, 2023, through REFDATE	❍	❍

Prompt if ANY row is MISSING: Please enter a response in **each row**. Your response determines which questions you see next. If you leave a row blank, we will assume that the best answer is "**No.**"

If ((Period01=Y) go to A41.
Else if ((Period01=N or missing) AND (Period02=Y), go to A51.
Else if ((Period01=N or missing) AND (Period02=N or missing), go to A61.

A41. From **September 15, 2022, through June 30, 2023**, how many LEAs **were awarded** a BSCA-SC subgrant and how many LEAs **applied** for the BSCA-SC subgrants that were awarded during this period?

Display mouseover text for symbol: To award a subgrant means to notify an LEA that the SEA had selected the LEA to receive a subgrant

If A35 =Y, hide this instruction. If A35_ =No or missing, display: Please note the following: If LEAs did not have to apply for a BSCA-SC subgrant, please enter "0" when asked how many LEAs applied.

If A39_Period01=Y, display the following instructions. Else HIDE instructions

For LEAs that were awarded or applied for a BSCA-SC subgrant as part of a consortium, please sum the total number of LEAs included in each consortium and enter that total below. For example, if 20 LEAs and 3 consortia of LEAs were awarded BSCA-SC subgrants, add up the total number of LEAs as follows:

20 LEAs not part of a consortium
\+ 10 LEAs in Consortium A,
\+ 10 LEAs in Consortium B,
\+ 10 LEAs in Consortium C,
= 50 LEAs total

Enter a number from 0-2999 in each row	Number of LEAs
Awarded a BSCA-SC subgrant from September 15, 2022, through June 30, 2023:	_____
Applied for the BSCA-SC subgrants that were awarded from September 15, 2022, through June 30, 2023:	_____

RQ 3.1

If (Period02=Y), go to A51.
Else if (Period02= N or missing), go to A61.
Else if (Period02= N or missing) AND (Period03= N or missing), go to A80.

A51. From **July 1 through September 30, 2023**, how many LEAs **were awarded** a BSCA-SC subgrant and how many LEAs **applied** for the BSCA-SC subgrants that were awarded during this period?

Display mouseover text for symbol: To award a subgrant means to notify an LEA that the SEA had selected the LEA to receive a subgrant.
If A35 =Y, hide this instruction. If A35_ =No or missing, display: **Please note the following**: If LEAs did not have to apply for a BSCA-SC subgrant, please enter "0" when asked how many LEAs applied.

If A39_Period02=Y, display the following instructions. Else HIDE instructions:

For LEAs that were awarded or applied for BSCA-SC funding as part of a consortium, please sum the total number of LEAs included in each consortium and enter that total below. For example, if 20 LEAs and 3 consortia of LEAs were awarded BSCA-SC funding, add up the total number of LEAs as follows:

20 LEAs not part of a consortium
\+ 10 LEAs in Consortium A,
\+ 10 LEAs in Consortium B,
\+ 10 LEAs in Consortium C,
= 50 LEAs total

Enter a number from 0-2999 in each row	Number of LEAs
Awarded a BSCA-SC subgrant from July 1 through September 30, 2023:	_____
Applied for the BSCA-SC subgrants that were awarded from July 1 through September 30, 2023:	_____

RQ 3.1
If (Period03=Y), go to A61.
Else if (Period03= N or missing), go to A80.

A61. From **October 1, 2023, through REFDATE**, how many LEAs **were awarded** a BSCA-SC subgrant and how many LEAs **applied** for the BSCA-SC subgrants that were awarded during this period?

Display mouseover text for symbol: To award a subgrant means to notify an LEA that the SEA had selected the LEA to receive a subgrant.
If A35 =Y, hide this instruction. If A35_ =No or missing, display: **Please note the following**: If LEAs did not have to apply for a BSCA-SC subgrant, please enter "0" when asked how many LEAs applied.

If A39_Period03=Y, display the following instructions. Else HIDE instructions:

For LEAs that were awarded or applied for BSCA-SC funding as part of a consortium, please sum the total number of LEAs included in each consortium and enter that total below. For example, if 20 LEAs and 3 consortia of LEAs were awarded BSCA-SC funding, add up the total number of LEAs as follows:

20 LEAs not part of a consortium
\+ 10 LEAs in Consortium A,
\+ 10 LEAs in Consortium B,
\+ 10 LEAs in Consortium C,
= 50 LEAs total

Enter number from 0-2999 in each row	Number of LEAs
Awarded a BSCA-SC subgrant from October 1, 2023, through REFDATE:	_____
Applied for the BSCA-SC subgrants that were awarded from October 1, 2023, through REFDATE:	_____

RQ 3.1
Skip to A80.

[NOTE: A70-A72 only for states that have NOT awarded ANY BSCA-SC funds by REFDATE]

A70a. Did the STATE SEA award any BSCA-SC subgrants to LEAs **after REFDATE**?
Display mouseover text for symbol: To award a subgrant means to notify an LEA that the SEA had selected the LEA to receive a subgrant
Mark one:

- ❍ Yes
- ❍ No

RQ 1.3

A70b. Does the STATE SEA **anticipate** awarding [if A70a=Y: additional else hide "additional"] BSCA-SC subgrants to LEAs?

Mark one:

- ❍ Yes
- ❍ No
- ❍ Don't know yet

RQ 1.3
If Y, go to A71.
If N or DK or missing skip to A72a

A71. When does the STATE SEA **expect** to award [if A70a = N or missing: the first round of /if A70a=Y: the next round of] BSCA-SC subgrants to LEAs?

Display mouseover text for symbol: To award a subgrant means to notify an LEA that the SEA had selected the LEA to receive a subgrant

Mark one:

- ❍ On or before March 31, 2024
- ❍ April 1 through June 30, 2024
- ❍ July 1 through September 30, 2024
- ❍ On or after October 1, 2024
- ❍ Don't know

RQ 1.3
Go to A72a.

A72a. Will the STATE SEA provide **all LEAs in STATE** with **some amount** of BSCA-SC funds?

For example, some SEAs may provide all LEAs in the state an initial or "base amount" of BSCA-SC funds but use another process to select some LEAs to receive additional BSCA-SC funds.

Mark one:

- ❍ Yes
- ❍ No
- ❍ Don't know yet

RQ 3.1

If Y, go to A72b.
If N or missing, go to A72c.

A72b. Will **LEAs have to apply** for additional BSCA-SC funds above the "base amount" they are provided?

Mark one:

- ❍ Yes
- ❍ No
- ❍ Don't know yet

RQ 3.1

Go to A80.

A72c. Will **LEAs have to apply** for a BSCA-SC subgrant?

Please answer Yes if your SEA will require applications from any, all, or only some LEAs.

Mark one:

- ❍ Yes
- ❍ No
- ❍ Don't know yet

RQ 3.1

Go to A80.

A80. To what extent has the STATE SEA found the following to be a challenge for **quickly awarding** BSCA-SC subgrants to LEAs?

Mark one in each row:

		Not a challenge	Minor challenge	Moderate challenge	Major challenge	Not applicable
a.	Collecting or incorporating input from the public or other stakeholders on the process for awarding BSCA-SC subgrants to LEAs	m	m	m	m	m
b.	Determining how to define "high-need" LEAs	m	m	m	m	m
c.	Setting up systems to track or monitor BSCA-SC funds separately from other funds	m	m	m	m	m
d.	Preparing materials for LEAs to apply for BSCA-SC subgrants	m	m	m	m	m
e.	Coordinating BSCA-SC funds with Title IV-A, COVID emergency relief (ESSER), other funds that expire before BSCA-SC funds	m	m	m	m	m
f.	Locating or obtaining data about LEAs to inform BSCA-SC award decisions	m	m	m	m	m
g.	Identifying staff to set up and run the BSCA-SC competition	m	m	m	m	m
h.	Allowing LEAs sufficient time to prepare applications for BSCA-SC subgrants	m	m	m	m	m
i.	Being required to hold a competition to award BSCA-SC subgrants	m	m	m	m	m
j.	Other, specify: [textbox]		m	m	m	

Randomize order of rows except Other, specify
RQ 4.0
If (two or more rows marked Moderate AND no rows marked Major) OR (two or more rows marked Major), go to A80a.
Else skip to Intro_B0

A80a. What was the **MOST SIGNIFICANT CHALLENGE** for **quickly awarding** BSCA-SC subgrants to LEAs?

Mark one:

- ❍ [row marked moderate or major challenge in previous item]
- ❍ [row marked moderate or major challenge in previous item]
- ❍ …
- ❍ [row marked moderate or major challenge in previous item]

Section B: Procedures For Awarding BSCA-SC Subgrants

B0. To start this section of the survey, please locate files that contain as much of the information listed below as possible. **By submitting electronic copies of these materials to the study team, you are helping to reduce the number of questions needed in this survey because the study team can find answers directly from these materials**.

Some of the information listed below could be contained within the same file or document, so the number of files you send may not match the number of items listed here. Click the button below to open an email message to the study team. Attach files to this email message in .pdf, .doc, .docx, or .jpeg format. Click send! Then, please return to complete the remaining survey items.

Mark the information that is included in the files sent in your email. Some information may be included in the same document or file as other information or be included in separate documents.

Included	Not included because the STATE SEA did not produce this document/information	Materials
❍	❍	An invitation to LEAs to apply for a BSCA-SC subgrant, such as a Request for Proposals or Notice of Funding/Grant Opportunity
❍	❍	BSCA-SC subgrant application form for LEAs
❍	❍	Guidance or instructions to LEAs for applying for a BSCA-SC subgrant
❍	❍	Definition of "high-need" LEAs
❍	❍	A list of LEAs that met the SEA's definition of "high-need"
❍	❍	Evaluation criteria or a scoring rubric for reviewing LEA applications for BSCA-SC subgrants

RQs 2.1, 2.3, 2.4, 3.1, 3.2, 3.4

CLICK TO EMAIL
THE STUDY TEAM

If you are unable to send these documents in the requested format or have other difficulties, please email SSAE_Study@abtassoc.com and we will work with you to obtain this information. Thank you very much for your cooperation.

Continue

Intro_B1. The next set of questions ask about how the STATE SEA has defined "high-need" LEAs for the purpose of awarding BSCA-SC subgrants and any challenges the SEA has encountered establishing this definition.

If AWDBYREFDATE=Y, skip to B2.
If AWDBYREFDATE=N or missing, go to B1.

B1. Does the STATE SEA currently have a definition for "high-need" LEAs?

Mark one:

- ❍ Yes, we have a definition of "high-need" LEAs
- ❍ No, we have not yet finished defining "high-need" LEAs

RQ2.1

Missing Prompt: Please enter a response. If you leave this question blank, we will assume that the best answer is "**No**." Your response determines which questions you see next.

If B1 = Yes, go to B2.
If B1 = "have not yet finished" or missing, go to B5 [public input]

B2. Does the STATE SEA specify a minimum **percentage** of students living in poverty in its definition of high-need LEAs?

Mark one:

- ❍ Yes
- ❍ No, our SEA uses a **different** measure of poverty in its definition
- ❍ No, our SEA **does not include** a measure of poverty in its definition

RQ2.1

Missing Prompt: Please enter a response. If you leave this question blank, we will assume that the best answer is "**No**, **our SEA uses a different measure of poverty**" Your response determines which questions you see next.

If B2 = Yes, go to B2a.
If B2=N or missing, skip to B3.

B2a. What is the minimum **percentage** of students living in poverty specified in the STATE SEA's definition of high-need LEAs?

If the SEA uses more than one minimum percentage of students living in poverty to classify LEAs into different levels of need, please provide the lowest minimum poverty rate specified to define an LEA as "high-need" for the purpose of awarding BSCA-SC funds.

Enter a whole number from 0-100

Minimum *percentage* of students living in poverty in the SEA's definition of "high-need" LEAs	_____%

RQ2.1

B3. Does the STATE SEA specify a minimum **number** of students living in poverty in its definition of high-need LEAs?

Mark one:

- ❍ Yes
- ❍ No, our SEA uses a **different** measure of poverty in its definition
- ❍ No, our SEA **does not include** a measure of poverty in its definition

RQ2.1

Missing Prompt: Please enter a response. If you leave this question blank, we will assume that the best answer is "**No, our SEA does not include a measure of poverty in its definition**." Your response determines which questions you see next.

If B3=Y, go to B3a.
If B3=N or missing, go to B4.

B3a. What is the minimum **number** of students living in poverty specified in the STATE SEA's definition of high-need LEAs?

If the SEA uses more than one minimum number of students living in poverty to classify LEAs into different levels of need, please provide the lowest minimum number of students living in poverty specified to define an LEA as "high-need" for the purpose of awarding BSCA-SC funds

Enter a whole number = 0 or greater

Minimum *number* of students living in poverty in the SEA's definition of "high-need" LEAs	_____%

RQ2.1

B4. Does the STATE SEA include **any of the following criteria** in its definition of "high-need" LEAs?

If an LEA qualifies as "high-need" by meeting one, two, or any combination of these criteria please mark Yes for each of the criteria included in your state's definition, even if your SEA's definition includes additional criteria that are not listed here.

Mark Yes or No in each row:

	Yes	No
A need for additional mental health staff / high student-to-mental health professional ratio	❍	❍
High rates of chronic absenteeism	❍	❍
High rates of exclusionary discipline	❍	❍
High rates of juvenile justice referrals	❍	❍
High rates of bullying or harassment	❍	❍
High rates of community or school violence	❍	❍
High rates of substance abuse	❍	❍
Recent natural disaster or traumatic event affecting students	❍	❍

Randomize order of rows

RQ2.1

B5. Did the STATE SEA invite input from the public or other stakeholders on a proposed definition of "high-need" LEAs?

Mark one:

- ❍ Yes
- ❍ No

RQ 2.2

Missing Prompt: Please enter a response. If you leave this question blank, we will assume that the best answer is "**No**." Your response determines which questions you see next.

If B5=Y, go to B6

If (B5=N or missing) AND (B1 =YES), go to B8y. If (B5=N or missing) AND (B1 = N or missing), go to B8n.

B6. How did the STATE SEA invite public input on how to define "high-need" LEAs?

Check all that apply:

- q By inviting individuals to complete surveys
- q By inviting individuals to participate in an interview, focus group, or similar meeting
- q By inviting the public to a town hall or similar gathering
- q By inviting the public to submit comments via the SEA's website or using an SEA email address
- q By inviting the public to provide input using social media
- q Other, specify: [textbox]

Randomize options except "Other"

RQ 2.2

B7. Did the STATE SEA conduct outreach specifically to any of the following groups to make them aware of the opportunity to provide input on how to define "high-need" LEAs?

Check all that apply:

- ❑ Under-served students or their families (such as students/families of color, English learners, students with disabilities or their families, LGBTQ+ students or families, students experiencing homelessness)
- ❑ School staff (educators, support staff, or administrators)
- ❑ District superintendents or other key district officials
- ❑ Students
- ❑ Parents
- ❑ Tribes or tribal organizations
- ❑ Community-based organizations, local government, or businesses
- ❑ No specific outreach to any of the above [if marked, no other option can be marked]

Randomize order of options except keep "under-served students or their families" first and "no specific outreach" last
RQ 2.2
If B1=yes, Go to B8y
else if B1=not yet or missing, go to B8n.

B8y for states that answered B1=yes:

B8y. To what extent has the STATE SEA found the following to be a challenge in **defining** "high-need" LEAs?

Mark one in each row:

	Not a challenge	Minor challenge	Moderate challenge	Major challenge	Not applicable/ Did not do
Collecting or incorporating input from the public or other stakeholders on the definition of "high-need" LEAs	m	m	m	m	m
Aligning the SEA's definition to the US Department of Education's recommended criteria for defining LEAs as high-need	m	m	m	m	m
Deciding whether or not LEAs or consortia meet the SEA's definition for high need	m	m	m	m	m
Comparing different indicators or data sources that LEAs or consortia use to justify their status as "high-need"	m	m	m	m	m
Determining how much importance to place on different criteria included in the SEA's definition of "high-need" LEAs	m	m	m	m	m
Locating reliable data sources for some or all of the SEA's criteria for defining high-need	m	m	m	m	m
Other, please describe: [textbox]		m	m	m	

Place "other" as last option and randomize order of other options.
Missing Prompt: Please enter a response in **each row**. If you leave a row blank, we will assume that the best answer for that row is "**Not applicable/Did not do**." Your response determines which questions you see next.
If [(two or more rows marked Major) OR (two or more rows marked Moderate AND no rows marked Major)], go to B8a.
Else if "Aligning the SEA's definition" marked Moderate or Major, skip to B8b.
Else If AWDBYREFDATE=Y, go to INTRO_SECTION_C_v1.
Else If AWDBYREFDATE=N) go to INTRO_SECTION_C_v2.
RQ 4.1

B8n for states that answered B1= "not yet finished" or missing:

B8n. To what extent has the STATE SEA found the following to be a challenge in **defining "high-need"** LEAs?

Mark one in each row:

	Not a challenge	Minor challenge	Moderate challenge	Major challenge	Not applicable/ Did not do
Collecting or incorporating input from the public or other stakeholders on the definition of "high-need" LEAs	m	m	m	m	m
Aligning the SEA's definition to the US Department of Education's recommended criteria for defining LEAs as high-need	m	m	m	m	m
Deciding whether or not LEAs or consortia meet the SEA's definition for high need	m	m	m	m	m
Determining how much importance to place on different criteria included in the SEA's definition of "high-need" LEAs	m	m	m	m	m
Locating reliable data sources for some or all of the SEA's criteria for defining high-need	m	m	m	m	m
Other, please describe: [textbox]		m	m	m	

Place "other" as last option and randomize order of other options.

Missing Prompt: Please enter a response in **each row**. If you leave a row blank, we will assume that the best answer for that row is "**Not applicable/Did not do**." Your response determines which questions you see next.

If [(two or more rows marked Major) OR (two or more rows marked Moderate AND no rows marked Major)], go to B8a.
Else if "Aligning the SEA's definition" marked Moderate or Major, skip to B8b.
Else If AWDBYREFDATE=Y, go to INTRO_SECTION_C_v1.
Else If AWDBYREFDATE=N) go to INTRO_SECTION_C_v2.

RQ 4.1

B8a. Which has been the **MOST SIGNIFICANT CHALLENGE** in **defining "high-need" LEAs**?

Mark one:

- ❍ [row marked moderate or major challenge in previous item]
- ❍ …
- ❍ [row marked moderate or major challenge in previous item]

RQ 4.1

If B8 row "Aligning the SEA's definition" marked (Moderate or Major), go to B8b
If B8 row "Aligning the SEA's definition" marked (Not a challenge or Minor or missing) AND (AWDBYREFDATE=Y) go to INTRO_SECTION_C_v1
If B8 row "Aligning the SEA's definition" marked (Not a challenge or Minor or missing) AND (AWDBYREFDATE=N), go to INTRO_SECTION_C_v2.

B8b. To what extent has the STATE SEA found the following to be a challenge in **aligning** the SEA's definition of "high-need" to the U.S. Department of Education's recommended criteria?

Mark one in each row:

	Not a challenge	Minor challenge	Moderate challenge	Major challenge	Not applicable/ Did not do
Defining a measure of poverty that considered both high *percentages* and high *numbers* of students living in poverty	m	m	m	m	m
Defining what counted as a "high rate" for other recommended criteria such as high student-to-mental health professional ratio, chronic absenteeism, exclusionary discipline, juvenile justice referrals, bullying/harassment, community/school violence, or similar criteria	m	m	m	m	m
Locating reliable data on the ratio of student-to-mental health professionals, rates of chronic absenteeism, exclusionary discipline, juvenile justice referrals, bullying/harassment, community/school violence, or similar criteria	m	m	m	m	m
Defining a measure to identify LEAs where students had recently experienced a natural disaster or traumatic event	m	m	m	m	m
Deciding which of the U.S. Department of Education's recommended criteria other than poverty to include in the definition of "high-need"	m	m	m	m	m
Other, specify: [textbox]		m	m	m	

Randomize order of rows except for "other"

RQ 4.1

Missing Prompt: Please enter a response in **each row**. If you leave a row blank, we will assume that the best answer for that row is "**Not applicable/Did not do**." Your response determines which questions you see next

If [(two or more rows marked Major) OR (two or more rows marked Moderate AND no rows marked Major)], go to B8c.
Else if AWDBYREFDATE=Y, go to INTRO_SECTION_C_v1
Else if AWDBYREFDATE=N, go to INTRO_SECTION_C_v2

B8c. Which has been the **MOST SIGNIFICANT CHALLENGE** in **aligning** the SEA's definition of "high-need" to the U.S. Department of Education's recommended criteria?

Mark one:

- ❍ [row marked moderate or major challenge in previous item]
- ❍ …
- ❍ [row marked moderate or major challenge in previous item]

RQ 4.1

If AWDBYREFDATE=Y, go to INTRO_SECTION_C_v1
If AWDBYREFDATE=N, go to INTRO_SECTION_C_v2

Section C: Prioritizing LEA Use of BSCA-SC Funding

Version 1 for states where AWDBYREFDATE=Y

INTRO_SECTION_C_v1: You have completed more than two-thirds of the survey. Thank you for continuing with the remaining questions.

In this section we would like to know whether the STATE SEA prioritized certain types of LEA activities over others as part of its BSCA-SC award process and, if so, which types of activities your SEA prioritized.

***** Only states where AWDBYREFDATE=Y see ITEMS C1-C7a *****

C1. Did the STATE SEA prioritize certain types of LEA activities over others as part of its process for awarding subgrants?

Mark one:

- ❍ Yes
- ❍ No, the SEA let LEAs determine which activities to prioritize

RQ 3.2

Missing Prompt: Please enter a response. If you leave this question blank, we will assume that the best answer is "**No**." Your response determines which questions you see next.

If C1=Yes, go to C2

If C1=No or missing, skip to C4.

Version 2 for states where AWDBYREFDATE=N

INTRO_SECTION_C _v2: You have completed more than two-thirds of the survey. Thank you for continuing with the remaining questions.

In this section we would like to know whether the STATE SEA expects to prioritize certain types of activities over others as part of its BSCA-SC award process and, if so, which types of activities your SEA will prioritize.

***** Only states where AWDBYREFDATE=N see ITEMS C10-C16a.**
These items capture what states expect to prioritize ***

C10. Does the STATE SEA expect to prioritize certain types of LEA activities over others as part of its process for awarding subgrants?

Mark one:

- ❍ Yes
- ❍ No, the SEA will let LEAs determine which activities to prioritize
- ❍ Not decided yet

If C10=Y, go to item C12 [which priorities are planned]
If C10=No, not decided yet, or missing, go to C14 [public input, challenges]

C2. How did the STATE SEA prioritize LEA use of BSCA-SC subgrant funds for the following types of activities? Were LEAs: **required, incentivized**, **encouraged, discouraged/not permitted to use,** or **permitted but not given preference for using** their BSCA-SC subgrant for the following?

For each type of activity below, please choose the BEST option:

- **Required**: LEAs could receive a BSCA-SC subgrant **only** if they agreed to implement activities of this type.
- **Incentivized**: the SEA gave LEAs a higher likelihood of receiving a BSCA-SC subgrant if they agreed to implement activities of this type but did not require LEAs to do so.
- **Encouraged:** the SEA recommended that LEAs use their BSCA-SC subgrant for activities of this type but did not give LEAs a higher likelihood of receiving a BSCA-SC subgrant for doing so.
- **Discouraged or not permitted:** the SEA recommended that LEAs **not use** their BSCA-SC subgrant for activities of this type **or did not permit** LEAs to use their BSCA-SC subgrant for activities of this type (some SEAs may have allowed LEAs to adjust their application by revising the proposed activities).
- **Permitted, but not given preference:** the SEA permitted LEAs to use their BSCA-SC subgrant for activities of this type but did not prioritize or discourage these activities in any way.

	Hover your mouse over the ⓘ symbol at the end of each activity to see examples of the type of activity. Mark one in each row:	LEAs were ____ to use their BSCA-SC subgrant for this type of activity:				
	Types of activities:	**Required**	**Incentivized**	**Encouraged**	**Discouraged/ not permitted**	**Permitted, but not given preference**
a.	Changes to facilities or equipment to enhance the physical safety or security of students and schools ⓘ	❍	❍	❍	❍	❍
b.	Programs or strategies to engage families and communities with schools ⓘ	❍	❍	❍	❍	❍
c.	Additional personnel to support students' physical, mental, social, and emotional well-being ⓘ	❍	❍	❍	❍	❍
d.	Training for teachers, school staff to foster respectful and supportive school environments ⓘ	❍	❍	❍	❍	❍
e.	Programs or strategies to support students' physical, mental, social, and emotional well-being ⓘ	❍	❍	❍	❍	❍
f.	Programs or strategies to reduce the use of suspensions or expulsions ⓘ	❍	❍	❍	❍	❍
g.	Additional personnel to enhance school and student physical safety ⓘ	❍	❍	❍	❍	❍
h.	Emergency readiness assessment or planning ⓘ	❍	❍	❍	❍	❍
i.	Other uses of subgrant funding (please specify: [textbox])	❍	❍	❍		

Randomize order of rows

RQ 3.2

Display mouseover text for each ⓘ information symbol as follows:

a. Examples may include: Surveillance cameras, metal detectors, fencing, door locks, changes to entryways
b. Examples may include: Home visiting programs, parent-teacher partnerships, two-way communication tools or practices
c. Examples may include: Mental health providers, nurses, tutors, mentors, student success/support coordinators
d. Examples may include: training in positive classroom management, conflict resolution practices, bullying prevention, or trauma-informed teaching practices; training in teaching practices that support culturally and linguistically diverse learners such as connecting instruction to students' own experiences, incorporating student-to-teacher and peer-to-peer discussion of content, engaging students in collaborative learning activities; training in practices to support students' development of social skills.
e. Examples may include: Bullying/harassment prevention, violence or drug use prevention, physical activity, or wellness programs
f. Examples may include: Programs that foster students' conflict resolution skills, or help students learn emotional regulation, empathy, and pro-social behaviors; or training for school staff in restorative justice practices.
g. Examples may include: School resource officers, police officers, or security guards
h. Examples may include: School safety assessments, emergency management planning, threat assessment systems
Go to C4

C4. Did the STATE SEA invite input from the public or other stakeholders on which types of strategies, programs, or practices the SEA should prioritize when awarding BSCA-SC subgrants to LEAs?

Mark one:

- ❍ Yes
- ❍ No

RQ 3.3

If C4 = Y, go to C5. If (C4 = N or missing) AND (C1=Y), go to C17. If (C4= No or missing) AND (C1= No, not decided yet, or missing), skip to Intro_D1

C5. How did the STATE SEA invite this input on the strategies, programs, or practices the SEA should prioritize for awarding BSCA-SC subgrants to LEAs?

Check all that apply:

- ❑ By inviting individuals to complete surveys
- ❑ By inviting individuals to participate in an interview, focus group, or similar meeting
- ❑ By inviting the public to a town hall or similar gathering
- ❑ By inviting the public to submit comments via the SEA's website or using an SEA email address
- ❑ By inviting the public to provide input on social media
- ❑ Other, please specify: [textbox]

Randomize options except "Other"

RQ 3.3

C5a. Did the STATE SEA conduct outreach specifically to any of the following groups to make them aware of the opportunity to provide input on the strategies, programs, or practices that the SEA should prioritize for awarding BSCA-SC subgrants to LEAs?

Check all that apply:

- ❑ Under-served students or their families (such as students/families of color, English learners, students with disabilities or their families, LGBTQ+ students or families, students experiencing homelessness)
- ❑ School staff (educators, support staff, or administrators)
- ❑ District superintendents or other key district officials
- ❑ Students
- ❑ Parents
- ❑ Tribes or tribal organizations
- ❑ Community-based organizations, local government, or businesses
- ❑ No outreach specifically targeted any of the above/outreach was to any and all [if marked, no other option can be marked]

Randomize order of rows but keep "Under-served…" as first row and "No specific outreach" as last row

RQ 3.3

If C1 = Y, Go to C17. If C1 = No, not yet decided, or missing, skip to Intro_D1

C12. How does the STATE SEA **expect to** prioritize LEA use of BSCA-SC subgrant funds for the following types of activities? Will LEAs be: **required, incentivized**, **or encouraged to use, discouraged/not permitted to use, or permitted but not given preference for using** their BSCA-SC subgrant for the following?

For each type of activity below, please choose the BEST option:

- **Required**: LEAs will be able to receive a BSCA-SC subgrant **only** if they agree to implement activities of this type.
- **Incentivized**: the SEA will give LEAs a higher likelihood of receiving a BSCA-SC subgrant if they agree to implement activities of this type but will not require LEAs to do so.
- **Encouraged:** the SEA will recommend that LEAs use their BSCA-SC subgrant for activities of this type but will not give LEAs a higher likelihood of receiving a BSCA-SC subgrant for doing so.
- **Discouraged or not permitted**: the SEA will recommend that LEAs **not use** their BSCA-SC subgrant for activities of this type or **will not permit** LEAs to use their BSCA-SC subgrant for activities of this type (some SEAs may allow LEAs to adjust their application by revising the proposed activities).
- **Permitted, but not given preference**: the SEA will permit LEAs to use their BSCA-SC subgrant for activities of this type but will not prioritize or discourage these activities in any way.

	Hover your mouse over the ⓘ symbol at the end of each activity to see examples of the type of activity. Mark one in each row:	LEAs will be ____ to use their BSCA-SC funds for this type of activity:			
	Types of activities:	**Required, Incentivized, or Encouraged**	**Permitted, but not given preference**	**Discouraged/ not permitted**	**Undecided/ don't know yet**
a.	Changes to facilities or equipment to enhance the physical safety or security of students and schools ⓘ	❍	❍	❍	❍
b.	Programs or strategies to engage families and communities with schools ⓘ	❍	❍	❍	❍
c.	Additional personnel to support students' physical, mental, social, and emotional well-being ⓘ	❍	❍	❍	❍
d.	Training for teachers, school staff to foster respectful and supportive school environments ⓘ	❍	❍	❍	❍
e.	Programs or strategies to support students' physical, mental, social, and emotional well-being ⓘ	❍	❍	❍	❍
f.	Programs or strategies to reduce the use of suspensions or expulsions ⓘ	❍	❍	❍	❍
g.	Additional personnel to enhance school and student physical safety ⓘ	❍	❍	❍	❍
h.	Emergency readiness assessment or planning ⓘ	❍	❍	❍	❍
i.	Other uses of subgrant funding (please specify: [textbox])	❍	❍	❍	❍

Randomize order of rows

RQ 3.2

Display mouseover text for each ⓘ information symbol as follows:

a. Examples may include: Surveillance cameras, metal detectors, fencing, door locks, changes to entryways

b. Examples may include: Home visiting programs, parent-teacher partnerships, two-way communication tools or practices
c. Examples may include: Mental health providers, nurses, tutors, mentors, student success/support coordinators
d. Examples may include: training in positive classroom management, conflict resolution practices, bullying prevention, or trauma-informed teaching practices; training in teaching practices that support culturally and linguistically diverse learners such as connecting instruction to students' own experiences, incorporating student-to-teacher and peer-to-peer discussion of content, engaging students in collaborative learning activities; training in practices to support students' development of social skills.
e. Examples may include: Bullying/harassment prevention, violence or drug use prevention, physical activity, or wellness programs
f. Examples may include: Programs that foster students' conflict resolution skills or help students learn emotional regulation, empathy, and pro-social behaviors; or training for school staff in restorative justice practices.
g. Examples may include: School resource officers, police officers, or security guards
h. Examples may include: School safety assessments, emergency management planning, threat assessment systems
Go to C14.

C14. Has the STATE SEA invited input from the public or other stakeholders on which types of strategies, programs, or practices the SEA should prioritize when awarding BSCA-SC subgrants to LEAs?

Mark one:

- ❍ Yes, we have invited public input
- ❍ Not yet, but we plan to
- ❍ No, and we do not plan to

RQ 3.3

If missing, Prompt: Please enter a response. If you leave this question blank, we will assume that the best answer is "**No**." Your response determines which questions you see next.

If C14 = "Yes,", go to C15. If C14= "Not yet, but we plan to," go to C16.
If C14 = ("No, we do not plan to," or missing) AND C1 = Yes, skip to C17.
If C14 = ("No, we do not plan to," or missing) AND C1 = (No, not yet decided, or missing), skip to Intro_D1

C15. How has the STATE SEA invited this input on the strategies, programs, or practices the SEA should prioritize in awarding BSCA-SC subgrants to LEAs?

Check all that apply:

- ❑ By inviting individuals to complete surveys
- ❑ By inviting individuals to participate in an interview, focus group, or similar meeting
- ❑ By inviting the public to a town hall or similar gathering
- ❑ By inviting the public to provide input on the SEA's website or to an SEA email address
- ❑ By inviting the public to provide input on social media
- ❑ Other, please specify: [textbox]

Randomize options except "Other"

RQ 3.3

C15a. Has the STATE SEA conducted outreach specifically to any of the following groups to make them aware of the opportunity to provide input on the strategies, programs, or practices the SEA should prioritize in awarding BSCA-SC subgrants to LEAs?

Check all that apply:

- ❑ Under-served students or their families (such as students/families of color, English learners, students with disabilities or their families, LGBTQ+ students or families, students experiencing homelessness)
- ❑ School staff (educators**,** support staff**, or administrators**)
- ❑ District superintendents or other key district officials
- ❑ Students
- ❑ Parents
- ❑ Tribes or tribal organizations
- ❑ Community-based organizations, local government, or businesses
- ❑ No outreach specifically targeted any of the above/outreach was to any and all [if marked, no other option can be marked]

Randomize order of rows but keep "Under-served students/families" first and "No specific outreach" last

RQ 3.3

If C10 = Yes, skip to C17. If C10=No, not decided yet, or missing, Skip to Intro_D1.

C16. How does the STATE SEA **expect** to invite this input on the strategies, programs, or practices the SEA should prioritize in awarding BSCA-SC subgrants to LEAs?

Check all that apply:

- ❑ By inviting individuals to complete surveys
- ❑ By inviting individuals to participate in an interview, focus group, or similar meeting
- ❑ By inviting the public to a town hall or similar gathering
- ❑ By inviting the public to provide input on the SEA's website or to an SEA email address
- ❑ By inviting the public to provide input on social media
- ❑ Undecided/don't know yet
- ❑ Other, please specify: [textbox]

Randomize options except "Other"

RQ 3.3

C16a. Does the STATE SEA **expect** to conduct outreach specifically to any of the following groups to make them aware of the opportunity to provide input on the strategies, programs, or practices the SEA should prioritize in awarding BSCA-SC subgrants to LEAs?

Check all that apply:

- ❑ Under-served students or their families (such as students/families of color, English learners, students with disabilities or their families, LGBTQ+ students or families, students experiencing homelessness)
- ❑ School staff (educators**,** support staff**, or administrators**)
- ❑ District superintendents or other key district officials
- ❑ Students
- ❑ Parents
- ❑ Tribes or tribal organizations
- ❑ Community-based organizations, local government, or businesses
- ❑ No outreach specifically targeted any of the above/outreach was to any and all [if marked, no other option can be marked]
- ❑ Undecided/don't know yet

Randomize order of rows but keep "Under-served students/families" first and "No specific outreach" last

RQ 3.3

If C10 = Yes, skip to C17. If C10=No, not decided yet, or missing, Skip to Intro_D1.

C17. To what extent has the STATE SEA found the following to be a challenge for **prioritizing** how LEAs use their BSCA-SC subgrant funds?

Mark one in each row:	Not a challenge	Minor challenge	Moderate challenge	Major challenge	Not applicable/ Did not do
Aligning the U.S. Department of Education's recommended uses of BSCA-SC funds with LEAs' needs	❍	❍	❍	❍	❍
Reaching consensus about what priorities the SEA should specify for LEAs' use of BSCA-SC subgrant funds	❍	❍	❍	❍	❍
Balancing our SEA's priorities with LEAs' priorities for use of their BSCA-SC subgrant funds	❍	❍	❍	❍	❍
Deciding how to score applications for BSCA-SC awards from LEAs that proposed activities other than those the SEA prioritized	❍	❍	❍	❍	❍
Other, specify: [textbox]		❍	❍	❍	❍

Randomize order of rows, but keep "other" as last row
RQ 4.3
If [(two or more rows marked Major) OR (two or more rows marked Moderate AND no rows marked Major)], go to C17a.
Else skip to INTRO_D1.

C17a. Which has been the **MOST SIGNIFICANT CHALLENGE** for prioritizing how LEAs use their BSCA-SC subgrant funds?

Mark one:

- ❍ [row marked moderate or major challenge in previous item]
- ❍ [row marked moderate or major challenge in previous item]
- ❍ …
- ❍ [row marked moderate or major challenge in previous item]

RQ 4.2

Section D: Summing up: Carrying Out BSCA-SC Grant-Related Activities

INTRO_D1. You have finished 99 percent of the survey. **To complete the survey,** we'd like you to think broadly about the BSCA-SC grant program and any challenges that the STATE SEA has encountered.

D1. To what extent has the STATE SEA found the following to be a challenge for carrying out tasks related to its BSCA-SC grant?

Mark one in each row:	Not a challenge	Minor challenge	Moderate challenge	Major challenge	Not applicable/ Did not do
Quickly awarding BSCA-SC subgrants to LEAs	❍	❍	❍	❍	❍
Deciding how to define "high-need" LEAs	❍	❍	❍	❍	❍
Administering a competition to award BSCA-SC subgrants to LEAs	❍	❍	❍	❍	❍
Deciding **whether or not** to prioritize how LEAs use BSCA-SC subgrant funds	❍	❍	❍	❍	❍
Choosing **which** priorities to specify for LEAs' use of BSCA-SC subgrant funds	❍	❍	❍	❍	❍
Aligning our SEA's priorities with the US Department of Education's recommendations for LEA use of BSCA-SC subgrant funds	❍	❍	❍	❍	❍
Aligning our definition of "high-need" LEAs to the US Department of Education's recommendations for defining "high-need"	❍	❍	❍	❍	❍
Other, specify: [textbox]		❍	❍	❍	❍

Randomize order of rows, but keep "other" as last row

RQ 4.5

If [(two or more rows marked Major) OR (two or more rows marked Moderate AND no rows marked Major)],), go to D2.
Else skip to END.

D2. Which has the STATE SEA found to be the **MOST SIGNIFICANT CHALLENGE** in carrying out tasks or responsibilities related to its BSCA-SC grant?

Mark one:

❍	[row marked moderate or major challenge in previous item]
❍	[row marked moderate or major challenge in previous item]
❍	…
❍	[row marked moderate or major challenge in previous item]

RQ 4.5

D3. Thank you for completing the survey. If you feel that any of your responses need further explanation, please describe below. Please include your name and email so we can contact you if needed.

We will not include your name or contact information in any data shared with the U.S. Department of Education or report summarizing the data collected from all SEAs.

Comments:	[**textbox**]
Name:	[textbox]
Email:	[textbox]

Go to END

END

Please click the SUBMIT button to finalize your answers. Once you click "submit" you will no longer be able to access the survey or change your answers.

Thank you for participating in this important survey. If you have any questions or concerns, please feel free to contact the study team by email **SSAE_Study@abtassoc.com**.

SUBMIT