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Executive Summary:

As a result of the continuation of nationwide school closures due to the COVID-19 pandemic, last May, AASA launched “COVID-19 and Schools: Detailing the Continued Impact” to provide federal, state and local policymakers with immediate data on how districts are adapting and responding to prolonged closings, the resources and information superintendents are relying on or still need, and the initial financial implications associated with the pandemic as well as re-opening schools this summer/fall. As an indication of this study, AASA garnered 501 responses from 48 states over the weeks of May 5 through June 8, 2020. This report represents the second iteration of a series that AASA will release about the impact of COVID-19 on school districts and only speaks to the preliminary effects of the COVID-19 pandemic on district operations. The initial findings are summarized below.

SECTION #1: DISTRICT AND RESPONDENT DEMOGRAPHICS

Question 1: Name of the state where your school district is located

Responses	Responses	%	Percentage of total respondents
Alabama	6	1.20%	
Alaska	9	1.80%	
Arizona	7	1.40%	
Arkansas	12	2.40%	
California	6	1.20%	
Colorado	2	0.40%	
Connecticut	9	1.80%	
Delaware	0	0%	
District of Columbia	2	0.40%	
Florida	1	0.20%	
Georgia	14	2.81%	
Hawaii	1	0.20%	
Idaho	5	1.00%	
Illinois	35	7.01%	
Indiana	13	2.61%	
Iowa	11	2.20%	
Kansas	4	0.80%	
Kentucky	0	0%	
Louisiana	2	0.40%	
Maine	30	6.01%	
Maryland	1	0.20%	
Massachusetts	3	0.60%	
Michigan	19	3.81%	
Minnesota	55	11.02%	
Mississippi	1	0.20%	
Missouri	15	3.01%	
Montana	7	1.40%	

Nebraska	7	1.40%	
Nevada	10	2.00%	
New Hampshire	8	1.60%	
New Jersey	12	2.40%	
New Mexico	7	1.40%	
New York	28	5.61%	
North Carolina	2	0.40%	
North Dakota	1	0.20%	
Ohio	14	2.81%	
Oklahoma	7	1.40%	
Oregon	8	1.60%	
Pennsylvania	32	6.41%	
Rhode Island	5	1.00%	
South Carolina	2	0.40%	
South Dakota	4	0.80%	
Tennessee	7	1.40%	
Texas	5	1.00%	
Utah	1	0.20%	
Vermont	13	2.61%	
Virginia	6	1.20%	
Washington	14	2.81%	
West Virginia	2	0.40%	
Wisconsin	26	5.21%	
Wyoming	8	1.60%	
Total Responses	499		

Findings:

- The survey response rate was above average for AASA and is nationally representative (38%). Data was not collected in a manner to support state-specific analysis. Responses were collected from 48 states, all but Delaware and Kentucky.

Question 2: District Enrollment 2019-20

Responses	Count	%	Percentage of total respondents
Fewer than 300	15	3.01%	

300 to 999	127	25.45%	
1,000 to 2,999	185	37.07%	
3,000 to 4,999	55	11.02%	
5,000 to 9,999	67	13.43%	
10,000 to 24,999	32	6.41%	
25,000 to 49,999	11	2.20%	
50,000 to 99,999	5	1.00%	
100,000 or more	2	0.40%	
Total Responses	499		

Findings:

- Respondents representing 1,000 to 2,999 (37%), 300 to 999 (25%), and 5,000 to 9,990 (13%) made up the majority of the sample. Respondents with 3,000 to 4,999 (11%), 10,000 to 24,999 (6%), fewer than 300 (3%), 25,000 to 49,999 (2%), and 50,000 to 99,999 students constituted the rest of the distribution.
- The break down of district size is consistent with other AASA quantitative studies (i.e., Decennial and Salary Benefit Studies).

Question 3: My school district is best described as






Q3. My school district is best described as:			
Responses	Responses	%	Percentage of total respondents
Rural	304	61.04%	
Suburban	149	29.92%	
Urban	45	9.04%	
Total Responses	498		

Findings:

- 61% of respondents described their community as “rural,” compared to 30% responding “suburban” and 9% responding “urban.”

SECTION #2: DISTRICT RESPONSE EQUITY AND ED-TECH





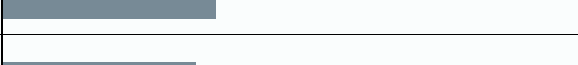

Question 4: Has your district announced when schools will re-open and resume in-person instruction?




Responses	Responses	%	Percentage of total respondents
Yes, before the end of 2019-2020 school year	1	0.20%	
Yes, we will re-open based on state and local health experts	26	5.22%	
Yes, we will re-open when our states COVID-19 cases decline	0	0%	
No, but we are closed for the remainder of this school year	471	94.58%	
Total Responses	498		

Findings:

- When asked whether their district announced when schools will re-open and resume in-person instruction, 94% of respondents replied “No, but we are closed for the remainder of the 2019-20 school year” compared to 5% who responded “Yes, we will re-open based on state and local health officials.”

Question 5: What, if anything, is your district doing to address the issue of equity during the COVID-19 school closures? Mark all that apply.










Responses	Responses	%	Percentage of total respondents
Pickup/delivery of free/reduced-price meals	483	96.99%	
Devices are provided for students who need them	456	91.57%	
Additional online tutoring/assistance	332	66.67%	
Online/phone therapy	363	72.89%	
Home internet access is provided for all students	188	37.75%	
Maintaining access to district/school-provided health services	170	34.14%	

Families can use phones/internet to request assistance with emergency housing, utility, etc.	112	22.49%	
Other (Please specify)	49	9.84%	
Total Responses	2,153		
Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.			

Findings:

- When asked what, if anything, their district is doing to address the issue of equity during the COVID-19 Pandemic, respondents replied “pickup/delivery of free and reduced-price meals” (97%); “devices are provided for students who need them” (92%); “online/phone therapy” (73%); “additional online tutoring/assistance” (67%); “home internet access is provided for all students” (38%); “maintaining access to district/school-provided health services” (34%); “families can use phones/internet to request assistance with emergency housing, utility, etc.” (22%); and “other” (10%).













Question 6: What, if anything, is your district finding hard to provide equitably during this time? Mark all that apply.

Responses	Responses	%	Percentage of total respondents
Pickup/delivery of free and reduced-price meals	60	12.66%	
Pickup/delivery of paper-based curricular materials	109	23.00%	
Devices for all students who need them	133	28.06%	
Access to online learning that the district is providing through various platforms	261	55.06%	
Childcare services for emergency personnel	127	26.79%	
Special education and related services	392	82.70%	
Access to district/school-provided health services	176	37.13%	
Other (Please specify)	58	12.24%	
Total Responses	1,316		
Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.			

Findings:

- When asked what, if anything, their district is finding hard to provide equitably during this time, respondents answered “special education and related services” (83%); “access to online learning that the district is providing through various platforms” (55%); “access to district health/school-provided health services” (37%); “devices for all students who need them (28%); “childcare services for emergency personnel” (27%); “pickup/delivery of free and reduced-price meals” (13%); and “other” (12%).






Question 7: What percentage of your students are unable to participate in remote learning because they lack either internet access or a device at home?

Responses	Responses	%	Percentage of total respondents
Less than 10%	235	47.19%	
11-20%	108	21.69%	
21-30%	62	12.45%	
31-40%	31	6.22%	
41-50%	13	2.61%	
51-60%	12	2.41%	
61-70%	9	1.81%	
71-80%	4	0.80%	
81-90%	4	0.80%	
91-100%	6	1.20%	
Other (Please specify)	14	2.81%	
Total Responses	498		

Findings:

- When asked what percentage of your students are unable to participate in remote learning because they lack either internet access or a device at home, respondents replied “less than 10%” (47%); “11-20%” (22%); “21-30%” (12%), “31-40%” (6%); “41-50%” (3%); “other” (3%); “51-60%” (2%); “61-70” (2%); “71-80” (1%); “81-90%” (1%); and “91-100%” (1%).






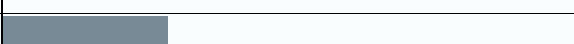





Question 8: Is your district in receipt of or is your district anticipating a filing of due process as a result of failure to provide FAPE during the pandemic?

Responses	Responses	%	Percentage of total respondents
Yes, we anticipate one or more	152	30.65%	
Yes, we have received one or more	10	2.02%	
Yes, we anticipate at least 5	13	2.62%	
Yes, we have received at least 5	0	0%	
No, we do not anticipate any and have not received any	321	64.72%	
Total Responses	496		

Findings:

- When asked is your district in receipt of or is your district anticipating a filing of due process as a result of failure to provide FAPE during the pandemic, 65% of respondents replied “no, we do not anticipate any and have not received any” compared to 31% who answered “yes, we anticipate one or more.” Respondents also indicated “yes, we have received one or more” (2%), and “yes, we anticipate at least 5” (3%) in response to the question.

Question 9: How is your district providing distance learning while schools are closed due to COVID-19? Mark all that apply.




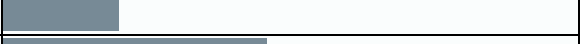

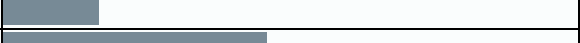
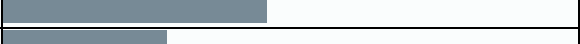
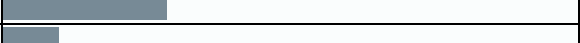
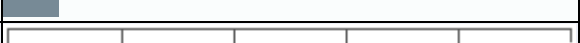
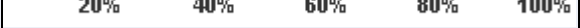
Responses	Responses	%	Percentage of total respondents
Video casts/webinars	445	89.36%	
Online test and quizzes	352	70.68%	
Classroom blogs & wikis	262	52.61%	
Interactive whiteboards & online platforms	325	65.26%	
District owned laptop, tablets, and hotspots	460	92.37%	
Instant grading and feedback	146	29.32%	
Podcasts	116	23.29%	
Textbooks	268	53.82%	
Work packets	413	82.93%	
Texts and phone calls home to students and families	458	91.97%	
Total Responses	3,245		

Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Findings:

- When asked how their district is providing distance learning while schools are closed due to COVID-19, respondents replied “district owned laptop, tablets and hotspots” (92%); “texts and phone calls home to students and families” (92%); “video casts/webinars” (89%); “work packets” (83%); “online test and quizzes” (71%); “interactive whiteboards & online platforms” (65%); “textbooks” (54%); “classroom blogs & wikis” (53%); “instant grading and feedback” (29%); and “podcasts” (23%).

Question 10: Which subjects are you most concerned that your students will fall behind in during the pandemic? Mark all that apply.





Responses	Responses	%	Percentage of total respondents
Arts	92	18.70%	
English language acquisition	248	50.41%	
English/Language Arts	384	78.05%	
Health/Wellness	100	20.33%	
Math	439	89.23%	
Physical Education	82	16.67%	
Science	267	54.27%	
Social Studies	143	29.07%	
Other (Please specify)	46	9.35%	
Total Responses	1,801		

Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Findings:

- When asked which subjects are you most concerned that your students will fall behind in during the pandemic, respondents replied “Math” (89%); “English/Language Arts” (78%); “Science” (54%); “English Language Acquisition” (50%); “Social Studies” (29%); “Arts” (19%); and “Physical Education” (17%).









Question 11: Is your district planning to offer remedial learning for the 2019-20 school year? Mark all that apply.

Responses	Responses	%	Percentage of total respondents
Yes	217	43.57%	
No	68	13.65%	
Not yet decided	213	42.77%	
Total Responses	498		

Findings:

- When asked is your district planning to offer remedial learning for the 2019-20 school year, 43% of respondents replied “yes,” 43% said “not yet decided,” and 13% answered “no.”

Question 13: What will your district’s summer learning look like prior to the start of the 2020-21 school year?

Responses	Responses	%	Percentage of total respondents
Virtual programming for traditional summer school courses we offer	121	24.49%	
Virtual learning for any and all students that would like to receive additional learning	61	12.35%	
In-person instruction for students who are behind that is optional	18	3.64%	
In-person instruction for students who are behind that is NOT optional	5	1.01%	
Hybrid of virtual and in-person learning (depending on circumstances) for students who are at greatest risk of significant learning loss	144	29.15%	
We are not offering summer learning	67	13.56%	
Other (Please specify)	78	15.79%	
Total Responses	494		

Findings:

- When asked to describe how their district’s summer learning will look prior to the 2020-21 school year, respondents replied “hybrid of virtual and in-person learning (depending on

circumstances) for students who are at greatest risk of significant learning lost” (29%); “virtual programming for traditional summer school courses we offer” (24%); “other” (16%); “we are not offering summer learning” (14%); and “in-person instruction for students who are behind that is not optional” (1%).

Question 14: Which of the following barriers would prohibit your district from transitioning to a fully online-learning model? Mark all that apply.

Responses	Responses	%	Percentage of total respondents
We lack adequate internet access at home (student homework gap)	331	71.18%	
We do not offer one-to-one device programs in our district	71	15.27%	
We offer one-to-one device programs in only certain grade spans/student clusters	139	29.89%	
We lack the internal infrastructure at the school level	40	8.60%	
We lack the internal infrastructure at the district level	46	9.89%	
We lack the resources to purchase a comprehensive software program that could host all of our classes and data	148	31.83%	
We do not have adequate bandwidth	110	23.66%	
We do not have the instructional capacity for online learning (teacher technology proficiency, lack of online student learning portal/platform, etc....)	200	43.01%	
Our educators and school personnel lack adequate connectivity and technology	144	30.97%	
Other (Please specify)	88	18.92%	
Total Responses	1,317		

Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Findings:

- When asked to identify barriers that would prohibit their district from transitioning to a fully online-learning model, respondents answered “we lack adequate internet access at home (student homework gap)” (71%); “we do not have the instructional capacity for online learning (teacher technology proficiency, lack of online student learning portal/platform, etc....)” (43%); “we lack

the resources to purchase a comprehensive software program that could host all of our classes and data” (32%); “our educators and school personnel lack adequate connectivity and technology” (31%); “we offer one-to-one device programs in only certain grade spans/student clusters” (30%); “we do not have adequate bandwidth” (24%); “other” (18%); “we do not offer any one-to-one device programs in our district” (15%).

Question 15: We are hearing that some districts are considering starting later (after Labor Day) to minimize impact of a second wave of the virus. How would you describe your district’s status as it relates to preparation for the 2020-21 school year? Mark all that apply.

Responses	Responses	%	Percentage of total respondents
We intend to open on time	280	56.57%	
We anticipate a delayed opening	65	13.13%	
We are considering a modified schedule	160	32.32%	
We have not yet begun planning	79	15.96%	
We have started planning and are almost complete	44	8.89%	
We intend to start the school year early	30	6.06%	
We intend to start on time with a modified schedule	75	15.15%	
Total Responses	733		

Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Findings:

- When asked to describe their district’s decision status as it relates to preparations for the 2020-21 school year (e.g., start times and scheduling), respondents replied “we intend to open on time” (57%); “we are considering a modified schedule” (32%); “we have not yet begun planning” (16%); “we intend to start on time with a modified schedule” (15%); “we anticipate a delayed opening” (13%); “we have started planning and are almost complete” (9%); and “we intend to start the school year early” (6%).

Question 16: Which of the following scheduling options has your district considered for the 2020-21 school year? Mark all that apply.

Responses	Responses	%	Percentage of total respondents
Traditional schedule	353	72.19%	
Half days	186	38.04%	
Alternating days/weeks	297	60.74%	
Blend/combination of onsite and remote	372	76.07%	
Extending the school day to allow for 'full day' while accommodating social distancing	109	22.29%	
None of the above	17	3.48%	
Total Responses	1,334		

Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.


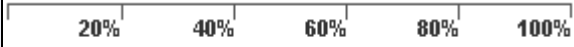
Findings:

- When asked which of the following scheduling options has your district considered for the 2020-21 school year, respondents replied “blend/combination of onsite and remote learning” (76%); “traditional schedule” (72%); “alternating days/weeks” (61%); “half days” (38%); “extending the school day to allow for the full day while accommodating social distancing” (22%); and “none of the above” (3%).

SECTION #2: DISTRICT COSTS AND CONTRACTS

Question 17: What, if any, contracts does your district have that are not being fully realized because of the pandemic? Mark all that apply.




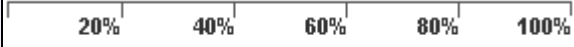
Responses	Responses	%	Percentage of total respondents
Janitorial	102	30.45%	
Transportation/Bus Service	233	69.55%	
Food/Nutrition Service	106	31.64%	
Student Support Services	167	49.85%	

Other (Please specify)	46	13.73%	
Total Responses	654		
Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.			

Findings:

- When asked what, if any, contracts their district has that are not being fully realized because of the pandemic, respondents reported “transportation/bus service” (70%); “student support services” (50%); “food/nutritional services” (31%); “janitorial” (30%); and “other” (9%).






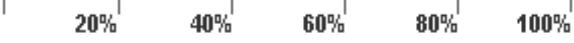
Question 18: How would you describe your district’s willingness/ability to pay for contracts for which services are not being provided?

Responses	Responses	%	Percentage of total respondents
My district is 100% committed to continuing to honor all contracts as signed for the remainder of the 2019-20 school year	290	63.04%	
My district has already evaluated contracts for which services are not being provided and has stopped payment for SOME of these contracts	151	32.83%	
My district has stopped payment for ALL these contracts.	19	4.13%	
Total Responses	460		

Findings:

- When asked to describe their district’s willingness/ability to pay for contracts for which services are not being provided, 63% of respondents indicated that “my district is 100% committed to continuing to honor all contracts signed for the remainder of the 2019-20 school year,” compared to 33% who selected “my district has already evaluated contracts for which services are not being provided and has stopped payment for some of these contracts”, and 3% choose “my district has stopped payment for all these contracts.”

Question 19: As it relates to a scenario where your district may not fully pay for contracts for which services are not provided, which of the following factors influence that decision? Mark all that apply.






Responses	Responses	%	Percentage of total respondents
We do not pay for services we do not receive	154	43.26%	
Budget pressures	185	51.97%	
Responsibility to balance the budget	152	42.70%	
Ability to retain services for next school year (e.g., honoring bus contract to ensure bus transportation can be adequately staffed when schools reopen)	155	43.54%	
Ability to perform those services in-house without external contract	67	18.82%	
Total Responses	713		



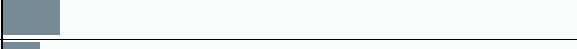


Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Findings:

- When asked to identify factors that would influence their decision in a scenario where their district may not fully pay for contracts for which services are not provided, respondents selected “budget pressures” (52%); “ability to retain services for the next school year (e.g., honoring bus contract) (44%); “we do not pay for services we do not receive” (43%); “responsibility to balance the budget” (43%); and “ability to perform those services in-house without external contract” (19%).

Question 20: How is your district paying for ed tech services to deliver curriculum and instruction in the event of an extended COVID-19 outbreak? Mark all that apply.

Responses	Responses	%	Percentage of total respondents
Repurposing existing state funding	288	59.38%	
Repurposing existing local funding	305	62.89%	
Realize efficiencies within existing school budget	204	42.06%	
Federal Emergency Education Relief Fund	207	42.68%	
Federal Emergency Governors Fund	62	12.78%	

Federal E-rate program	159	32.78%	
Public-private partnerships	60	12.37%	
Private philanthropy or foundation	49	10.10%	
Other (Please specify)	31	6.39%	
Total Responses	1,365		
Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.			

Findings:

- When asked how their district is paying for ed-tech services to deliver curriculum and instruction in the event of an extended COVID-19 outbreak, respondents replied “repurposing existing local funding” (63%); “repurposing existing state funding” (59%); “federal emergency education relief fund” (43%); “realize efficiencies within existing school budget” (42%); “federal E-rate program” (33%); “federal governors fund” (12%); “public-private partnerships” (12%); “private philanthropy or foundation” (10%); and “other” (6%).

Question 21: Please rank the following costs that your district has incurred, to date, in response to COVID-19?

Answer	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Rank 6	Rank 7	Rank 8	Rank 9	Rank 10	Rank 11	Weighted Rank (Score)
Costs related to providing food services to students off-site	122	63	66	38	42	30	36	34	27	11	3	1 (3766)
Costs related to technology devices (laptops and personal devices to students who do not have them)	104	86	54	45	30	37	23	32	21	30	10	2 (3658)
Costs associated with building/facility cleaning	33	53	61	85	88	54	34	36	13	9	6	3 (3439)
Costs associated with staff/student sanitization (soap, hand sanitizer, etc....)	9	30	52	73	79	87	66	37	27	9	3	4 (3106)

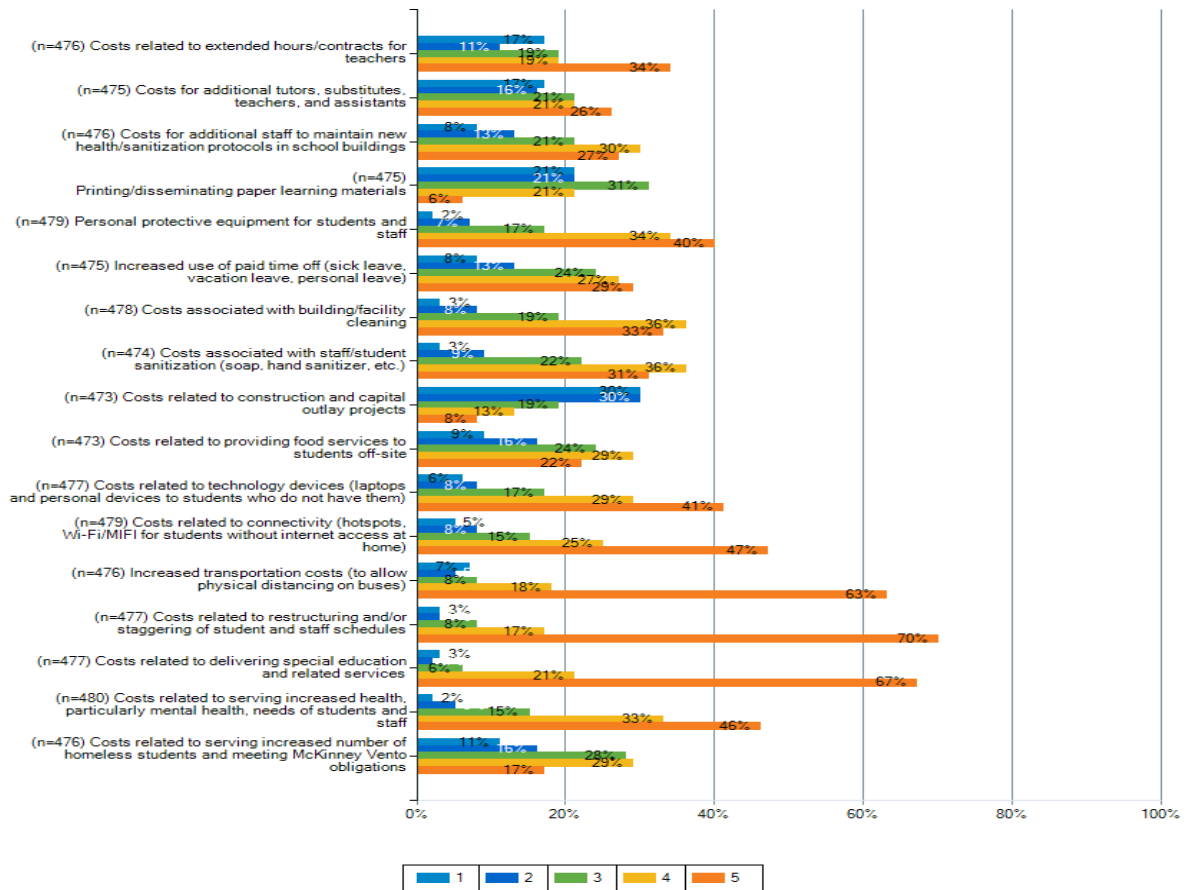
Printing/disseminating paper learning materials	37	72	57	39	39	50	44	38	27	45	24	5 (3092)
Costs related to connectivity (hotspots, Wi-Fi/MiFi for students without internet access at home)	40	76	58	44	37	36	43	22	38	36	42	6 (3080)
Personal protective equipment	28	31	62	54	75	51	56	51	33	22	9	7 (3075)
Increased use of paid time off (sick leave, vacation leave, personal leave)	30	17	27	42	28	48	52	70	77	57	24	8 (2472)
Related instructional costs (additional tutors, substitutes, teachers, and assistants)	50	17	15	33	29	38	53	55	59	53	70	9 (2388)
Costs related to construction and capital outlay projects	10	14	12	12	14	26	43	68	85	108	80	10 (1746)
Costs related to providing food services to adults	9	13	8	7	11	15	22	29	65	92	201	11 (1330)
Total Responses												472

Findings:

- Rankings are determined by calculating a weighted score for each answer option. Assigned weighted scores are determined by the number of answer options to be ranked. For example, if there are five answer options to be ranked, then an answer option selected as Rank 1, would receive a weighted score of 5. An answer option selected as Rank 5 would be given a weighted score of 1. Answer option weighted scores are then multiplied by the count for each rank and then totaled. The answer option with the highest total weighted score would be Rank 1, the second highest weighted score would be Rank 2, and so on. Relative weighted scores are calculated using an answer option's weighted score and dividing it by the highest weighted score (Rank 1). The relative weighted score is a measure of preference for each answer option based on a 100-point scale.
- When asked to order costs that their district incurred, to date, in response to COVID-19, respondents ranked “costs related to providing food services to students off-site” as (1); “costs

related technology devices (laptops and personal devices to students who do not have them” as (2); “costs associated with building/facility cleaning” as (3); “costs associated with staff/student sanitization (soap, hand sanitizer, etc....)” as (4); “printing/disseminating paper learning materials” as (5); “costs related to connectivity (hotspots, Wi-Fi/MiFi for students without internet access at home)” as (6); “personal protective equipment” as (7); “increased use of paid time off (sick leave, vacation leave, personal leave)” as (8); “related instructional costs (additional tutors, substitutes, teachers, and assistants)” as (9); “costs related to construction and capital outlay projects” as (10); and “costs related to providing food services to adults” as (11).

Question 22: Looking to the summer and into the new school year, what costs are you most concerned about due to COVID-19 (1= not concerned, 5 = very concerned)?








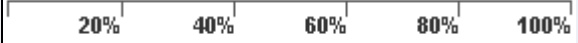


Findings:

- When asked what costs are you most concerned about due to COVID-19 (1=not concerned, 5 = very concerned), respondents were most concerned with “costs related to restructuring and

or/staggering of student and staff schedules” (70%); “costs related to delivering special education and related services” (67%); “increased transportation costs (to allow physical distancing on buses)” (63%); “costs related to connectivity (hotspots, Wi-Fi/MIFI for students without internet access at home)” (47%); “costs related to serving increased health, particularly mental health, needs of students and staff” (46%); “costs related to technology devices (laptops and personal devices to students who do not have them)” (41%); “personal protective equipment for students and staff” (40%); “costs related to extended hours/contracts for teachers” (34%); “costs associated with building/facility cleaning” (33%); “costs associated with staff/student sanitization (soap, hand, sanitizer, etc.)” (31%); “increased use of paid time off (sick leave, vacation leave, personal leave)” (29%); “costs for additional staff to maintain new health/sanitization protocols in school buildings” (27%); “costs for additional tutors, substitutes, teachers, and assistants” (26%); “costs related to providing food services to students off-site” (22%); “costs related to serving increased number of homeless students and meeting McKinney Vento obligations” (17%); “costs related to construction and capital outlay projects” (8%); and “printing/disseminating paper learning materials” (6%).

Question 23: What state policy decisions waivers/flexibility would be most helpful? Mark all that apply.

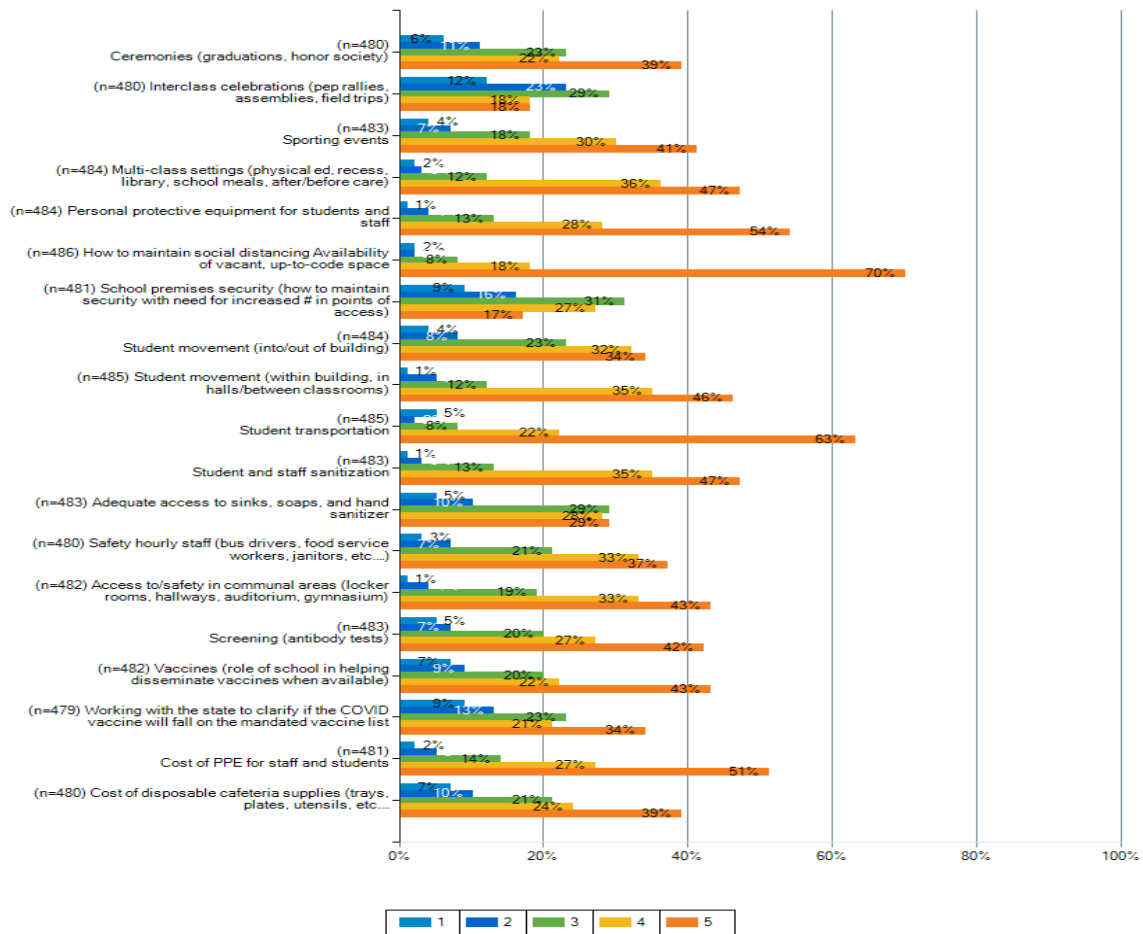
Responses	Responses	%	Percentage of total respondents
Chronic absenteeism	277	57.71%	
Assessment flexibilities	400	83.33%	
Accountability flexibilities	360	75.00%	
Reporting requirements flexibilities	323	67.29%	
Maintenance of Effort Flexibilities	340	70.83%	
IDEA/special education waivers	425	88.54%	
Other (Please specify)	25	5.21%	
Total Responses	2,150		

Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Findings:

- When asked what state policy decisions waivers/flexibility would be most helpful, respondents replied “IDEA/special education waivers” (89%); “assessment flexibilities” (83%); “accountability flexibilities” (75%); “maintenance of effort flexibilities” (71%); “reporting requirements flexibilities” (67%); “chronic absenteeism” (57%); and other 5%.

Question 24: What are activities are you most concerned about regarding re-opening schools (1= not concerned, 5 = very concerned)?



Findings:

- When asked what activities are you most concerned about regarding re-opening schools (1= not concerned, 5 = very concerned), respondents indicated they were most concerned about “how to maintain social distancing availability of vacant, up-to-code space” (70%); “student transportation” (63%); “personal protective equipment for students and staff” (54%); “cost of PPE for staff and students” (51%); “multi-class settings (physical ed, recess, library, school meals, after/before care)” (47%); “student and staff sanitization” (47%); “student movement (withing building, in halls/between classrooms)” (46%); “access to/safety in communal areas (locker rooms, hallways, auditorium, etc.)” (43%); “vaccines (role of school in helping disseminate vaccines when available)” (43%); “screening (antibody tests)” (42%); “sporting events” (41%); “ceremonies (graduation, honor society)” (39%); “cost of disposable cafeteria supplies (trays, plates, utensils, etc.)” (39%); “safety hourly staff (bus drivers, food service workers, janitors, etc.)” (37%); “student movement (into/out of building)” (34%); “working with state to clarify if the COVID vaccine will fall on the mandated vaccine list” (34%); “adequate access to sinks, soaps, and hand sanitization” (29%); “interclass celebrations (pep rallies, assemblies, field trips)” (18%); and “school premises security (how to maintain security with need for increased # in points of access)” (17%).

Question 25: How would you describe your district’s capacity (in terms of physical space) to fully comply with recommended social distancing? Mark all that apply.

Responses	Responses	%	Percentage of total respondents
Very hard to do	384	79.50%	
My district includes at least one school that enrolls more than 50 people (Staff and students included), putting us at odds with CDC guidance	319	66.05%	
We do not have enough physical space to accommodate full enrollment AND to comply with social distancing	345	71.43%	
My district has some capacity to repurpose space (like gymnasiums, libraries, and cafeterias) to be used for classroom purposes	166	34.37%	
My district could transition seamlessly to a social-distancing scenario	6	1.24%	
Other (Please specify)	6	1.24%	
Total Responses	1,226		
Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.			

Findings:

- When asked to describe their district’s capacity (in terms of physical space) to fully comply with recommended social distancing, respondents replied “very hard to do” (80%); “we do not have enough physical space to accommodate full enrollment and to comply with social distancing” (71%); “my district includes at least one school that enrolls more than 50 people (staff and students included), putting us at odds with CDC guidance” (66%); “my district has some capacity to repurpose space (like gymnasiums, libraries and cafeterias) to be used for classroom purposes” (34%); “my district could transition seamlessly to a social-distancing scenario” (1%), and “other” (1%).

Question 26: As you prepare for the 2020-21 school year, what are the biggest fiscal pressures your district faces? Mark all that apply.

Responses	Responses	%	Percentage of total respondents
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My state is projecting budget cuts exceeding 25%	67	13.37%	
My state is projecting budget cuts of 15 to 25%	134	26.75%	
My state is projecting budget cuts of 10 to 14%	90	17.96%	
My state is projecting budget cuts of 5 to 9%	50	9.98%	
My state is projecting budget cuts of 4% or less	29	5.79%	
My district is preparing for budget cuts exceeding 25%	27	5.39%	
My district is preparing for budget cuts of 15 to 25%	95	18.96%	
My district is preparing for budget cuts of 10 to 14%	102	20.36%	
My district is preparing for budget cuts of 5 to 9%	80	15.97%	
My district is preparing for budget cuts of 4% or less	53	10.58%	
(Did not answer)	47	9.38%	
Total Responses	774		

Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Findings:

- When asked what are the biggest fiscal pressures that your district faces in the 2020-21 school year, respondents answered “my state is projecting budget cuts of 15 to 25%” (27%); “my district is projecting budget cuts of 10 to 14%” (20%); “my district is preparing for budget cuts of 15 to 25%” (19%); “my state is projecting budget cuts of 10 to 14%” (18%); “my district is preparing for budget cuts of 5 to 9%” (16%); “my state is projecting budget cuts exceeding 25%” (13%); “my district is preparing for budget cuts of 4% or less” (11%); “my state is projecting budget cuts of 5 to 9%” (10%); “my state is projecting budget cuts of 4% or less” (6%); and “my state is preparing for budget cuts exceeding 25%” (5%).









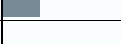

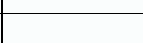




Question 27: How do you anticipate any state budget cuts will impact state funding for education? Mark all that apply.

Responses	Responses	%	Percentage of total respondents
My state will prioritize continued investment in education and will make no cuts to education. I anticipate 100% of federal emergency funds will be in addition to state dollars.	28	6.11%	
My state will use SOME of the federal emergency dollars to back-fill cuts to state education funding. Federal dollars will provide some relief.	226	49.34%	
My state will use ALL of the federal dollars to back-fill cuts to state education funding, and federal dollars will provide no relief.	62	13.54%	
I anticipate my state will seek a waiver to not have to comply with maintenance of effort.	89	19.43%	
I am concerned my state will use the federal CARES Act to justify cuts to state education funding	239	52.18%	
I am concerned that my state will cut education in a manner disproportionate to other budget areas	184	40.17%	
Total Responses	828		
Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.			

Findings:

- When asked how do you anticipate any state budget cuts will impact state funding for education, respondents replied “I am concerned my state will use the federal CARES Act to justify cuts to state education funding” (52%); “my state will use SOME of the federal emergency dollars to back-fill cuts to state education funding” (49%); “I am concerned that my state will cut education in a manner disproportionate to other budget areas” (40%); “I anticipate my state will seek a waiver to not have to comply with maintenance of effort” (19%); “my state will use ALL of the federal dollars to back-fill cuts to state education funding, and federal dollars will provide no relief” (13%); and “my state will prioritize continued investment in education and will make no cuts to education; I anticipate 100% of federal emergency funds will be in addition to state dollars” (6%).

Question 28: When it comes to the federal emergency funding available through the CARES Act, where does your district intend to use those dollars? Please mark 5.

Responses	Responses	%	Percentage of total respondents
For teacher and personnel salaries	161	33.97%	
For hourly staff wages	118	24.89%	
To provide technology devices (laptops/tablets) for staff and students	282	59.49%	
To provide connectivity (hot spots/Wi-Fi) for staff and students	257	54.22%	
To provide meals for student	161	33.97%	
ESSA activities	81	17.09%	
IDEA activities	143	30.17%	
Perkins CTE activities	30	6.33%	
To coordinate with public health departments to prevent, prepare and respond to COVID-19	101	21.31%	
To address the unique needs of low-income students, students with disabilities, English-language learners, racial and ethnic minorities, homeless and foster care youth	181	38.19%	
PD for staff on sanitation and minimizing spread of pandemic and purchasing supplies to clean and sanitize buildings	121	25.53%	
Planning for and coordinating long-term closures including how to do meal services, how to provide tech/online learning, how to carry out IDEA, etc.	122	25.74%	
Providing mental health services/supports	161	33.97%	
Planning and implementing activities related to summer learning and afterschool programs, including providing classroom instruction or online learning during the summer months, and addressing the needs of vulnerable children	150	31.65%	
Any other activity necessary to maintain the operations and continuity to employ existing staff	159	33.54%	

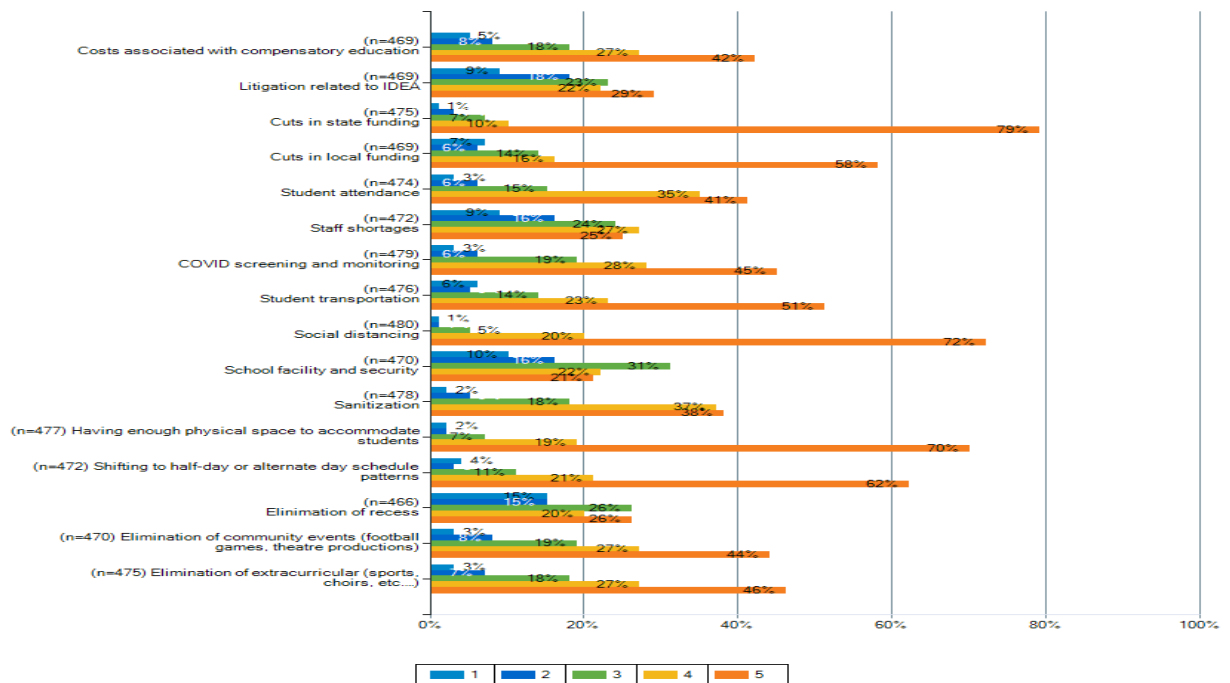
We plan to save these dollars for use in the upcoming school-year	103	21.73%	
Other (Please specify)	25	5.27%	
Total Responses	2,356		

Multiple answers per participant are possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Findings:

- When asked when it comes to the federal emergency funding available through the CARES Act, where does your district intend to use those dollars, respondents' top 5 replies were "to provide technology devices (laptops/tablets) for staff and students" (60%); "to provide connectivity (hot spots/Wi-Fi) for staff and students" (54%); "to address the unique needs of low-income students, students with disabilities, English-language learners, racial and ethnic minorities, homeless and foster care youth" (38%); "providing mental health services/supports" (34%); and "any other activity necessary to maintain the operations and continuity to employ existing staff" (34%).

Question 29: What concerns do you have about re-opening for the 2020-21 school year (1 meaning not concerning, 5 being most concerning)? Mark all that apply.



Findings:

- When asked what concerns do you have about re-opening for the 2020-21 school year (1 meaning not concerning, 5 being most concerning), respondents indicated that they were most concerned with “cuts in state funding” (79%); “social distancing” (72%); “having enough physical space to accommodate students” (70%); “shifting to half-day or alternate day schedule patterns” (62%); “cuts in local funding” (58%); “student transportation” (51%); “elimination of extracurricular (sports, choirs, etc.)” (46%); “COVID screening and monitoring” (45%); “elimination of community events (football games, theatre, productions)” (44%); “costs associated with compensatory education” (42%); “student attendance” (41%); “sanitization” (38%); “litigation related to IDEA” (29%); “elimination of recess” (26%); “staff shortages” (25%); and “school facility and security” (21%).