CARES SURVEY REPORT

PRESENTATION TO THE UTAH STATE BOARD OF EDUCATION

February 4, 2021
<table>
<thead>
<tr>
<th>CARES Survey</th>
<th>Utah Legislature Reporting Requests</th>
<th>Utah State Board of Education Reporting Requests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Reporting for ESSER and GEER</td>
<td>8 Questions Developed in concert with the Office of the Legislative Fiscal Analyst to complement federal reporting elements</td>
<td>14 Questions Developed in concert with the State Board to complement federal reporting elements</td>
</tr>
<tr>
<td>U.S. Dept. of Education 32 Questions Financial and implementation data from the LEAs in compliance with required reporting elements</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
How LEAs are meeting the requirement to provide instructional services for a full academic year

- 23% Learner Validated Program
- 13% In-person/In-school Instruction
- 63% 990-hour Waiver

156 total responses
Elementary Students
Percentage of LEA elementary student population that has been remote-only since the beginning of the school year

Median = 12%
Mode = 5%
Range = 100

133 total responses
8 LEAs reporting 100%
123 LEAs (92%) report a percentage less than 50%
Percentage of days in SY 21 elementary students have been engaged in online or in-person learning

- Mode: 0% for online & 100% for in-person
- 41 LEAs (31%) report 0% and 10 LEAs (8%) report 100% of days students engaged in online learning
- 29 LEAs (22%) report 50% or more days students engaged in online learning
- 109 LEAs (82%) report 50% or more days students engaged in in-person learning
- 133 total responses
Intervention strategies to address unfinished learning for elementary students

133 total responses

% of LEAs using the strategy

- Focus on Essential Standards from grade-level Core: 95%
- Support social, emotional, and behavioral needs: 95%
- Use assessment to diagnose unfinished learning: 92%
- Focus on depth of instruction by adjusting pacing: 92%
- Provide expanded learning time: 62%
- Establish community schools & wraparound supports: 23%
- Other: 13%
Other Intervention Strategies

FAMILY: Home visits, parent meetings, parent training on supporting at-home learning, family/distance learning liaisons

SCHOOL MEALS: Increase schools offering breakfast and lunch

SUMMER: Summer bridge programs, tutoring and summer school

PERSONALIZED INSTRUCTION: Personalized tutoring, one-on-one time with teachers each Friday, support staff working with individual students in person and via technology, Saturday sessions via Zoom, MTSS

OTHER: Online interventions for all, release time during electives to finish classwork and homework, full-day off-campus live instruction with a teacher
Secondary Students
Percentage of LEA secondary student population that has been remote-only since the beginning of the school year

- Median = 12%
- Mode = 5%
- Range = 100

- 123 total responses
- 10 LEAs reporting 100%
- 109 LEAs (89%) report a percentage less than 50%
Percentage of days in SY 21 secondary students have been engaged in online or in-person learning

- Mode: 0% for online & 100% for in-person
- 32 LEAs (24%) report 0% and 14 LEAs (10%) report 100% of days students engaged in online learning
- 42 LEAs (31%) report 50% or more days students engaged in online learning
- 102 LEAs (76%) report 50% or more days students engaged in in-person learning
- 135 total responses
Intervention strategies to address unfinished learning for secondary students

- Support social, emotional, and behavioral needs: 98%
- Focus on Essential Standards from grade-level Core: 96%
- Focus on depth of instruction by adjusting pacing: 93%
- Use assessment to diagnose unfinished learning: 90%
- Provide expanded learning time: 70%
- Establish community schools & wraparound supports: 27%
- Other: 15%

135 total responses

% of LEAs using the strategy
**Other Intervention Strategies**

| FAMILY: | Home visits, home technology supports, family/distance learning liaisons, calls once per week |
|SUMMER: | Summer bridge programs, tutoring and summer school |
|PERSONALIZED INSTRUCTION: | Personalized tutoring, one-on-one time with teachers each Friday, support staff working with individual students in person and via technology, Saturday sessions via Zoom, MTSS |
|IN-SCHOOL: | Release time during electives to finish classwork and homework, added additional sections of targeted classes, learning strategies classes, adjusted schedule to double-dose math |
|OTHER: | Assigned non-instructional staff mentor, full-day off-campus live instruction with teachers, drive-thru student conferences and intervention |
Trends in Teacher Retirement

2018-2019
Mean: 6  
Median: 0  
Mode: 0  
Range: 0 to 320  
Total: 905

2019-2020
Mean: 7  
Median: 0  
Mode: 0  
Range: 0 to 350  
Total: 1,064
# Trends in Teacher Resignation

## 2018-2019
- **Mean:** 16
- **Median:** 3
- **Mode:** 0
- **Range:** 0 to 324
- **Total:** 2,507

## 2019-2020
- **Mean:** 15
- **Median:** 3
- **Mode:** 0
- **Range:** 0 to 332
- **Total:** 2,379
LEA Partnership with Local Health Department

- Developing the LEA’s school reopening plan
  - 60% Full Cooperation
  - 31% Some Cooperation
  - 9% No Cooperation

- Implement the LEA’s school reopening plan
  - 58% Full Cooperation
  - 28% Some Cooperation
  - 13% No Cooperation

- Contain potential outbreaks
  - 85% Full Cooperation
  - 13% Some Cooperation
  - 1% No Cooperation

156 total responses
Has your LEA had to furlough or layoff staff (non-teaching employees) that are related to impacts of COVID-19?

156 total responses

Note: Likely due to rounding, the percentages in the Legislative report were 9% and 91% respectively.
LEAs’ primary point of contact with the local health department

- Superintendent or Executive Director: 56%
- Principal: 13%
- Administrative Staff: 10%
- Other: 6%
- Assistant Superintendent: 5%
- Assistant Principal: 4%
- School Nurse: 4%
- Teacher: 1%

156 total responses
LEA Best Practices in Response to COVID-19

Four major challenges/opportunities identified:

- Need to provide instruction in multiple modalities
- Mitigating risk of transmission
- Addressing learning losses resulting from disruptions
- Increased stress and uncertainty for students

143 total responses
Need to provide instruction in multiple modalities

- Recording or live-streaming classes
- Aligned/enhanced learning management systems, inc.
- Professional learning
- Increased teacher collaboration time
- Refine curriculum maps and pacing guides to ensure smooth transition in and out of remote learning
- Family/parent engagement
- Additional professional learning on digital learning
- Competency-based measures
- Flexibility in response to student circumstances/needs (due dates, etc.)
- Access to Broadband
- Focus on essential standards
- Hired more teaching staff; in-house substitutes

Bolded bullet points were most common
### Mitigating risk of transmission (health & safety)

- Follow required and recommended protocols
- Communication and coordination
- Hybrid model
- Local health department coordination
- Modifying scheduling (staggered lunches and recess)
- Engage in student COVID testing
- Positive behavior intervention and support (PBIS)
Addressing learning losses resulting from disruptions

- Small group instruction and interventions
- After-school tutorials
- Summer programs
- Setting aside a day a week for interventions
- Diagnostic assessments
- Multi-tiered system of supports (MTSS)
Increased stress and uncertainty for students

- More responsive to students’ emotional needs
- Social and emotional learning (SEL)
- Communication

- Hire mental health professionals
- Create a sense of normalcy by continuing routines, but in innovative ways
LEA Successful Strategies to Continue That Were Developed in Response to COVID-19

Four major permanent adaptations/innovations identified:

- Anytime, anywhere learning
- Increased family communication & engagement
- Allocate time in different ways
- Enhanced sanitization

142 total responses
Anytime, anywhere learning through expanded use of technology

- Live-streaming or recording lessons
  - For absent students
  - To review content
  - To implement flipped classroom model
- Blended learning
- Learning Management System optimization
- Competency-based measurements
Increased parent/family communication and engagement

- Virtual parent meetings (IEPs, parent-teacher conferences)
- More frequent communication with parents and families
Allocate time in different ways (or think different about time)

| ● Staggered arrivals, lunches, transitions  |
| ● Recess staggering; playground cohort distancing (decreased behavioral incidences) |
| ● Doing something different one day a week (interventions, professional learning) |
| ○ Small group intensives on Fridays |
Enhanced sanitation

- Air filtration
- Hand washing routines, encouraging good hygiene practices
- Hands-free bottle filling stations

- Cleaning and fogging schedules; sanitizing procedures
- Hand sanitizing stations
- Cleaning playground and PE equipment after every use
Questions?

Jill Curry, Program Analyst, jill.curry@schools.utah.gov
Appendix A

Additional Data Displays for the CARES Survey
Percentage of LEA elementary student population that has been remote-only since the beginning of the school year

- Median = 12%
- Mode = 5%
- Range = 100
- 133 total responses
- 8 LEAs reporting 100%
- 123 LEAs (92%) report a percentage less than 50%
Percentage of days in SY 21 elementary students have been engaged in online or in-person learning

- **Median:** 15% for online & 85% for in-person
- **Mode:** 0% for online & 100% for in-person

133 total responses
Percentage of LEA elementary student population that has been remote-only since the beginning of the school year

- Median = 12%
- Mode = 5%
- Range = 100
- 123 total responses
- 10 LEAs reporting 100%
- 109 LEAs (89%) report a percentage less than 50%
Percentage of days in SY 21 secondary students have been engaged in online or in-person learning

- **Mode:** 0% for online & 100% for in-person
- **Median:** 20% for online & 80% for in-person
- **135 total responses**
Appendix B

CARES Report to the Public Education Appropriations Subcommittee on January 22, 2021
CARES Reporting

Public Education Appropriations
January 22, 2020
# K-12 CARES Funding for Utah—1st COVID Relief Package

<table>
<thead>
<tr>
<th>Award</th>
<th>Amount</th>
<th>Purpose</th>
<th>Distribution Method</th>
<th># LEAs Receiving Award</th>
<th>Reimbursement Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary and Secondary School Emergency Relief (ESSER) Award – 90% Formula Distribution</td>
<td>$61,039,608</td>
<td>Address impact of COVID-19</td>
<td>Title I Formula</td>
<td>129</td>
<td>September 30, 2022</td>
</tr>
<tr>
<td>Elementary and Secondary School Emergency Relief (ESSER) Award – 10% State Set-Aside Award</td>
<td>$780,721</td>
<td>Address impact of COVID-19: State education agency discretion</td>
<td>$21,194 base funding to all LEAs</td>
<td>49</td>
<td>September 30, 2022</td>
</tr>
<tr>
<td>Governor’s Emergency Education Relief Fund (GEER)</td>
<td>$29,189,663</td>
<td>Institutions that have been most significantly impacted (any public school providing in-person instruction)</td>
<td>Targeted to students at-risk and students with disabilities</td>
<td>148</td>
<td>September 30, 2022</td>
</tr>
<tr>
<td>Coronavirus Relief Funds—LEA Grants for PPE, CRF, and San Juan WIFI</td>
<td>$22,900,000</td>
<td>Personal protective equipment (PPE), classroom supplies, enhancements and equipment</td>
<td>$5,000 base plus distribution (PPE and CRF)</td>
<td>152</td>
<td>June 30, 2021</td>
</tr>
<tr>
<td>Award Title</td>
<td>Total Award Value</td>
<td>Amount Reimbursed* (As of January 20, 2020)</td>
<td>% of Total Award Requested for Reimbursement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------</td>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESSER 90%</td>
<td>$61,039,608</td>
<td>$26,912,225</td>
<td>44.1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESSER 10% LEA Base</td>
<td>$780,721</td>
<td>$153,303</td>
<td>19.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEER</td>
<td>$29,189,663</td>
<td>$2,813,539</td>
<td>9.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 PPE</td>
<td>$2,852,907</td>
<td>$2,094,313</td>
<td>73.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 Coronavirus Relief Grant</td>
<td>$14,100,000</td>
<td>$6,307,337</td>
<td>44.7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 Broadband</td>
<td>$5,000,000</td>
<td>$4,660,672</td>
<td>93.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Juan WiFi</td>
<td>$3,900,000</td>
<td>$1,550,622</td>
<td>38.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Testing Grant</td>
<td>$2,750,490</td>
<td>$742,120</td>
<td>27.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CARES Survey Components

Reporting Period: March 13, 2020 and September 30, 2020

- Federal reporting requirements for ESSER and GEER from the U.S. Department of Education
  - 32 Questions
  - Financial and implementation data from the LEAs in compliance with required reporting elements
- Utah Legislative Requests for Reporting for CARES
  - 8 Questions
  - Developed in concert with the Legislative Fiscal Analyst office to complement federal reporting elements
- Utah State Board of Education inquires
  - 14 questions
Use of CARES Funds
## Most common uses of ESSER Funds

<table>
<thead>
<tr>
<th>Category</th>
<th>LEAs</th>
<th>Dollar amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanitization and minimizing the spread of infectious disease</td>
<td>89</td>
<td>$7,538,680</td>
</tr>
<tr>
<td>Purchasing educational technology</td>
<td>71</td>
<td>$4,953,667</td>
</tr>
<tr>
<td>Summer learning and supplemental afterschool programs</td>
<td>37</td>
<td>$2,405,790</td>
</tr>
<tr>
<td>Activities focused specifically to address unique needs of student groups</td>
<td>35</td>
<td>$2,153,067</td>
</tr>
<tr>
<td>Providing mental health services and support</td>
<td>12</td>
<td>$159,625</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>39</td>
<td><strong>$3,435,431</strong></td>
</tr>
</tbody>
</table>
# Internet Services for Students

<table>
<thead>
<tr>
<th>Service Description</th>
<th>ESSER</th>
<th>GEER</th>
<th>SEA 10% Set-Aside</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAs using award to provide home internet access for students</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Mobile hotspots w/ paid data plans</td>
<td>6</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>Internet connected devices w/ paid data plans</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>District pays for the cost of home Internet subscription for student</td>
<td>1</td>
<td>1</td>
<td>N/A</td>
</tr>
<tr>
<td>District provides home Internet access through a district-managed wireless network</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**USBE awarded an additional 39 LEAs with a total of $4.7M for K-12 Broadband/Wi-Fi grants using state Coronavirus Relief Funds (CRF); Also allocated $3.1M for San Juan Wi-Fi grant**
# Devices for Students

<table>
<thead>
<tr>
<th>Number of Student-Dedicated Devices Purchased</th>
<th>ESSER</th>
<th>GEER</th>
<th>SEA 10% Set-Aside</th>
<th>Total as percent of student enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3679 (28 LEAs)</td>
<td>896 (11 LEAs)</td>
<td>189 (5 LEAs)</td>
<td>.7% (4764/665,306)</td>
</tr>
</tbody>
</table>

*Utah LEAs had existing devices in schools that they deployed for remote learning that were funded through the state Digital Teaching and Learning program (serving 90%+ of students in the state). LEAs also used the CRF grant to provide devices for students.*
Infrastructure for Remote or Blended Learning

- Yes: 45%
- No: 55%

Use of CARES Funds for Infrastructure for Remote or Blended Learning

- Devices for Teachers: 50
- Microphones or other audio enhancement equipment: 45
- Classroom Cameras: 40
- Broadband for students: 30
- Other: 20
- Broadband for teachers: 10

Utah State Board of Education
PPE and Sanitization

Use of CARES Funds for PPE

- Hand Sanitizer
- Disposable Masks
- Cleaning Supplies
- Non-contact Thermometers
- Face Shields
- Cloth Masks for Teachers
- Gloves
- Plexiglass Barriers
- Cloth Masks for Students
- Hand Sanitizer Stands
- N95 or KN95 Masks for Teachers
- Desk Dividers
- Gowns
- Other
- Biohazard Waste Removal

Number of LEAs
Training for Teachers re: COVID-19 needs

- Total: $4,261,222 (n=27)
- Mean: $157,823
- Median: $26,730
- Range: $450 - $905,391
The majority of LEAs chose to use federal funds to support all students regardless of Title I school status.

<table>
<thead>
<tr>
<th>Title I School Status</th>
<th>Percentage of Funds Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESSER Title 1-A</td>
<td>56.8%</td>
</tr>
<tr>
<td>GEER</td>
<td>64.5%</td>
</tr>
<tr>
<td>SEA 10%</td>
<td>62.5%</td>
</tr>
</tbody>
</table>
The U.S. Department of Education created an interim final rule providing guidance on equitable services that was ultimately struck down by the courts on September 4, 2020. This was communicated to all LEA Title One Directors to inform future actions.

Equitable Services for Students Enrolled in Private Schools

Amount allocated to private schools: $469,589

March 13, 2020 and September 30, 2020
General Trends

Teachers and Students
LEAs furloughing or laying off staff due to COVID-19

91% Yes
9% No
### Trends in Teacher Retirement or Resignation

<table>
<thead>
<tr>
<th>Period</th>
<th>Total</th>
<th>Mean</th>
<th>Median</th>
<th>Range</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-2019</td>
<td>905</td>
<td>6</td>
<td>0</td>
<td>0-320</td>
<td>0</td>
</tr>
<tr>
<td>2019-2020</td>
<td>1064</td>
<td>6.8</td>
<td>0</td>
<td>0-350</td>
<td>0</td>
</tr>
</tbody>
</table>
FTE Position Trends in Education

Trends in FTEs: 2018-2020

- September 2018: 58605
- September 2019: 59993
- March 2020: 60547
- September 2020: 61276
Students in Remote Learning

Average statewide percentage of days elementary and secondary students have been online (beginning of school to December 1, 2020)

Elementary
- Mean: 23.9% (n=136)
- Median: 20
- Range: 0-100
- Mode: 0

Secondary
- Mean: 30.5% (n=137)
- Median: 20
- Range: 0-100
- Mode: 0
What’s Next: ESSER II

- $274,071,684
- Same distribution method as ESSER 1-Title I Formula Distribution with USBE establishing an additional base allocation using state set-aside
- Available for obligation by SEAs and subrecipients through September 30, 2023
- Uses are same as ESSER I
  - Note that the “additional” LEA allowable uses of funds under the CRRSA Act (addressing learning loss, preparing schools for reopening, and testing, repairing, and upgrading projects to improve air quality in school buildings) already are permitted under the CARES Act.