

May 25, 2022

## MEMORANDUM

**To:** Bob Sivinski, OMB  
**From:** Rachel Hansen, NCES  
**Through:** Carrie Clarady, NCES  
**Re:** School Pulse Panel 2022 Quarter 3 Revision (OMB# 1850-0969 v.4)

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The School Pulse Panel (SPP) is a new data collection originally designed to collect voluntary responses from a nationally representative sample of public schools to better understand how schools, students, and educators are responding to the ongoing stressors of the coronavirus pandemic. The SPP monthly data collection (OMB #1850-0969) was formally cleared in April 2022, with change requests (OMB# 1850-0969 v.2-3) to clear the May and June 2022 Questionnaires cleared shortly thereafter. This collection allows NCES to comply with the January 21, 2021 EO 14000 Executive Order on Supporting the Reopening and Continuing Operation of Schools and Early Childhood Education Providers. Information is collected monthly from a nationally representative sample of public schools to better understand how schools, students, and educators are responding to the ongoing stressors of the coronavirus pandemic, along with other priority items for the White House, Centers for Disease Control and Prevention, and Department of Education program offices. The SPP study is extremely important particularly now that COVID-19 has not waned, and the pulse model is one that the agency will need after the pandemic subsides for other quick-turnaround data needs.

The purpose of this memo is to propose and seek 30-day public comment on new items (within the scope of research domains both previously established and minimally revised in this request; see Part A changes detailed below) to be collected on the August and September instruments (Appendix B.4). These items are considered very close to final and will go through minimal testing with school personnel to examine any comprehension concerns with item wording. Feedback from this testing, as well as additional input from SPP stakeholders will result in modifications and additions that will be reflected in future change requests. Some previously approved items that are considered core content will be collected in August and September. Specifically, items on learning modes, quarantine, and some mitigation items will be repeated to maintain trend over time. Screener questions confirming point of contact information are also included in this revision. We would like to ask for updated contact information at the end of each survey to ensure we have the most up to date information for mailings and communications. Lastly, we plan to now add schools in the outlying areas to the sample, as described in revisions to Part B. All current study operations will be the same for the outlying areas, but we do need to send an introductory email to school principals. That email is provided below and added to Appendix A.

The costs to the government have not changed as a result of this amendment, nor has the projected respondent burden. All changes to the materials that are part of this submission are detailed below.

## **Changes to Part A**

### **A.1. Circumstances Making Collection of Information Necessary**

The School Pulse Panel is conducted by the National Center for Education Statistics (NCES), part of the Institute of Education Sciences (IES), within the United States Department of Education. The purpose of the study is to collect extensive data on issues concerning the impact of the COVID-19 pandemic on students and staff in U.S. public primary, middle, high, and combined-grade schools. The survey asks school staff about a wide range of topics, including but not limited to instructional mode offered; enrollment counts of subgroups of students using various instructional modes; strategies to address pandemic-related learning needs; safe and healthy school mitigation strategies; mental health services; use of technology; information on staffing, nutrition services, principal/parental/student/staff concerns, absenteeism, and overall principal experiences. It is planned that some new content will be rotated in (and some rotated out) monthly. This package includes items that were fielded as part of the January-June 2022, ~~February, and March~~ data collections, as well as proposed new content to be collected in ~~April, May, and June~~ August and September 2022. Subsequent new content area additions (estimated to take place on a quarterly basis) will take place as revisions with 30-day public comment periods for each subsequent quarterly collection, and may be followed by change requests to further refine items for each month.

#### **A.1.1 Purpose of This Submission**

The purpose of this submission is to ~~update the~~ ~~obtain~~ full clearance of the School Pulse Panel study (OMB# 1850-0969 v.1-3) which will collect extensive data on issues concerning the impact of the COVID-19 pandemic on students and staff in U.S. public primary, middle, high, and combined-grade schools. The survey asks school staff about a wide range of topics, including but not limited to instructional mode offered; enrollment counts of subgroups of students using various instructional modes; strategies to address pandemic-related learning needs; safe and healthy school mitigation strategies; mental health services; use of technology; information on staffing, nutrition services, principal/parental/student/staff concerns, absenteeism, and overall principal experiences. Specifically, this submission ~~will~~ includes updated communication materials to request sampled schools to participate in the monthly collections, ~~as well as~~ the instruments that were fielded in January, ~~February, and March and those proposed to be fielded in April, May, and through June 2022, as well as those proposed to be fielded in August and September 2022.~~

#### **A.2.1 Research Issues Addressed in the School Pulse Panel**

- I. Instruction mode offered and enrollment counts for subgroups receiving each type of instruction mode
  - a. For the 2021-22 school year, which instruction mode (in-person, hybrid, virtual) is being offered to students?
  - b. How many students in various subgroups are receiving each type of instruction?
  - c. How many days a week does the school offer in-person instruction for hybrid students?
  - d. What is the average daily attendance rate for students receiving in-person instruction? Virtual instruction?
  
- II. Instructional program offerings to address pandemic-related learning needs
  - a. What types of school offerings did your school offer during the summer ~~of 2021~~ to help with pandemic-related learning needs?
  - b. During the 2021-22 school year, will the school day be extended? Number of school

- days increased? Additional before-school or after-school programs?
- c. What are the types of strategies that will be used to help accelerate learning?
- III.** Mitigation strategies used to reduce risk of spread of COVID-19
- Does your school require daily symptom screening for students or staff?
  - Are personal protective equipment for students, teachers, and staff required?
  - Is your school requiring the social distancing of students?
  - Has your school reduced the number of students in classrooms?
  - Has your school taken steps to increase ventilation or filter/clean air in the school? What steps?
- IV.** Use of technology, computer devices, and internet access
- Are laptops or tablets offered and available to all students in the school to assist with virtual learning?
  - Was internet access provided to students?
  - Has your school provided IT or technical support?
  - Was professional development on digital learning provided to educators? Or trainings on digital learning provided to students?
- V.** Mental health and services provided
- How has the number of students who have sought mental health services from your school changed since the start of the pandemic?
  - Has your school hired new staff to focus on social/emotional/mental wellbeing?
  - Has your school offered professional development to train teachers on helping students with their social/emotional/mental wellbeing?
  - Have there been change in counts of school psychologists, counselors, and nurses over the course of the pandemic?
- VI.** Staff and Student Vaccinations
- Does your school or district require staff to be vaccinated unless they have a medical waiver?
  - What percentage of school staff has received a vaccination?
  - What percentage of school staff has received a vaccination?
- VII.** Staffing Shortages
- As of the start of the 2021-22 school year, do you have any administrative staff, teacher, or support staff vacancies?
  - How difficult was it to fill staff vacancies?
  - Staff job satisfaction during a pandemic; educator burnout
  - How have federal funds been used to fill vacancies or create new positions?
- VIII.** Staff perceptions of established mandates
- Vaccines?
  - Masks?
- IX.** Decisions behind instructional mode offerings for students
- What are the types of criteria that factor into the decision-making when considering a learning mode change?

- X. Impact of pandemic on **school lunch programs obtaining supplies**
  - a. What are the types of challenges your school is experiencing with obtaining food, beverages, or meal supplies for students participating in school meal programs?
- XI. Concerns expressed by parents, staff, and students
  - a. What are the types of concerns being expressed regarding how education is being provided during an ongoing pandemic?
- XII. Absenteeism
  - a. Has chronic student absenteeism changed since the start of the pandemic?
  - b. How easy or difficult is it get substitute teachers to fill teacher absences?
- XIII. School Climate
  - a. How was the pandemic affected classroom management in your school?
  - b. Have you experienced more behavioral or social emotional issues in the classroom?
  - c. **How have new, remote, or hybrid students been welcomed back into the school setting?**
- XIV. **Community Partnerships**
  - a. **Does your school use a “community school” or “wraparound services” model?**
  - b. **Were services that are available through community partnerships added to address challenges related to the COVID-19 pandemic?**

**A.15 Reasons for Changes in Response Burden and Costs**

~~This is a new emergency data collection request. There are no changes to response burden or government costs.~~

**A.16 Publication Plans and Time Schedule**

<b>Data Collection Month</b>	<b>Monthly Report Published</b>
January 2022	February 2022
February 2022	March 2022
March 2022	April 2022
April 2022	May 2022
May 2022	June 2022
June 2022	July 2022
<b>July 2022</b>	<b>August 2022</b>
August 2022	September 2022
September 2022	October 2022
October 2022	November 2022
November 2022	December 2022
December 2022	January 2023

## **Changes to Part B**

### **B1. Respondent Universe and Sample Design and Estimation (p. 1)**

The sampling frame for the School Pulse Panel is derived from the National Teacher and Principal Survey (NTPS) 2020-21 frame, which itself is largely derived from the 2018-19 Common Core of Data (CCD), the file of public schools supplied annually by State educational agencies to NCES. Only public schools in the 50 states and the District of Columbia will be included in the School Pulse Panel sampling frame, though the School Pulse Panel may sample Puerto Rico separately at a later date. ~~Data may also be collected from the outlying areas (American Samoa, Guam, Commonwealth of Northern Mariana Islands, and U.S. Virgin Islands) at the district-level.~~ Certain types of schools are excluded, including newly closed schools, home schools, virtual schools, ungraded schools, private schools, and schools with a high grade of kindergarten or lower. Regular public schools, charter schools, alternative schools, special education schools, vocational schools, correctional facilities/juvenile justice facilities, and schools that have partial or total magnet programs are included in the frame. For sample allocation purposes, strata are defined by instructional level, and the sample is sorted primarily on the type of locale (urbanicity), percent minority enrollment, and geographic region. ~~Beginning in August 2022, data will also be collected universally (i.e., all schools) from the outlying areas (American Samoa, Guam, Commonwealth of Northern Mariana Islands, and U.S. Virgin Islands).~~

### **Sample Selection and Response Rates (p.2)**

A stratified sample design was used to select approximately 1,200 U.S. public schools. The sample was designed to provide national estimates of primary, middle/combined, and high schools taking into account the type of locale (urbanicity), racial/ethnic student enrollment, and region. Note that combined schools will be grouped with middle schools for the purposes of measurement and estimation.

There are two stages of sample selection. A base sample of 1,200 schools was drawn as an initial stage as well as another reserve sample (second stage) of 1,200 schools with similar characteristics to our base sample. In case we do not get the necessary number of schools to participate out of the base sample, we plan to reach out to the reserve sample schools to complete the panel.

~~Roughly 120 Outlying Areas schools are to be added to the SPP data collection starting in August 2022. It is planned for the collection of these schools to be a universe collection, so they are separated from the sample of stateside schools. All study operations will be identical for the collection from these schools.~~

Recruitment for the panel study began in July and August 2021. The initial goal was to obtain commitments from 1,000 schools to participate in the study throughout the duration of the year-long monthly collections (roughly a 70 to 80 percent response rates). However, initial recruitment efforts were not as successful as anticipated. Therefore, the reserve sample schools were included in recruitment efforts in order to try to get enough responding schools to be able to report out accurate and reliable national estimates. This will likely result in an overall response rate of around 20-30 percent.

## **Changes to Appendix A**

Outlying Areas Initial Email

Dear <insert name>:

In support of the [Executive Order on Supporting the Reopening and Continuing Operation of Schools and Early Childhood Education Providers](#), the U.S. Department of Education's National Center for Education Statistics (NCES) has been requested to collect information from school leaders to better understand the impact of the COVID-19 pandemic on students and educators. The survey was designed by NCES in coordination with several agencies including the Centers for Disease Control (CDC), with the goal of providing evidence-based data to inform national-, state- and local-level policy decisions and the allocation of resources needed to recover from the COVID education crisis. Your school was selected to participate in this study.

**Schools agreeing to participate will be compensated \$400 for each month that they complete the entire survey. Compensation will be sent to your school in the form of a pre-loaded debit card after each month's collection. Each month's survey will take approximately 30 minutes to complete.**

Beginning in August 2022 and every month thereafter through December 2022, your school will receive a survey invitation via email to complete the monthly survey. These surveys will gather information focused on learning mode offerings, COVID-19 mitigation strategies, teaching and staff vacancies, student and teacher absenteeism, extracurricular activities and after-school programs, and student and staff mental health, among other topics. **You will be able to confirm or change the mailing address we have on file for your school at the end of the August survey to ensure that you receive the debit card in a timely fashion. You will also be able to designate another person at your school to take the survey on your behalf.**

Please be assured that reports of the findings from the survey will not identify schools or LEAs by name. Individual responses will be combined with those from other participants to produce summary statistics and reports. Data collected will be used for statistical purposes only, and findings from month's survey will be available on an [online dashboard](#). To learn more about the School Pulse Panel and to preview the August questions, visit [www.census.gov/schoolpulse](http://www.census.gov/schoolpulse). You may also call 1-844-868-3661 or email [adp.school.pulse.panel@census.gov](mailto:adp.school.pulse.panel@census.gov) if you have questions.

Please be on the lookout for a survey invitation from the U.S. Census Bureau next Tuesday, August 9. The Census Bureau is collecting data on behalf of NCES. We look forward to your participation in this important data collection effort.

Sincerely,  
Rachel Hansen  
Project Director, School Pulse Panel

To see findings from prior School Pulse Panel data collections, visit <https://ies.ed.gov/schoolsurvey/>.

## **School Pulse Panel: Frequently Asked Questions (FAQs)**

### **How is the School Pulse Panel different from other education surveys?**

The School Pulse Panel is a unique survey. While surveys that NCES conducts produce benchmark statistics critical to monitoring progress over time, they are not designed to capture the rapid pace at which schools must adapt in this pandemic environment. The School Pulse Panel is designed to address this gap. Your contribution is key to producing a source of “near time” statistics that shed light on these challenges and inform the response of education officials at the federal level.

### **How frequently do you collect data for the School Pulse Panel?**

The School Pulse Panel is designed to collect data from schools every month through December 2022.

### **How do I participate?**

Your school’s designated point of contact will receive an invitation to complete the School Pulse Panel survey via email. The email will include a link to the survey, which should take approximately 30 minutes to complete. On behalf of the U.S. Department of Education’s National Center for Education Statistics (NCES), the Census Bureau is collecting the information. A new survey invitation will be issued each month from the email address [addp.school.pulse.panel@census.gov](mailto:addp.school.pulse.panel@census.gov). All participation is voluntary.

### **Does the person completing the School Pulse Panel have to be the principal?**

No. We initially identified the principal at each school as the School Pulse Panel point of contact, but you are welcome to delegate completion of the survey to another staff member who is knowledgeable about student enrollment and other programs at the school.

### **Will you ask the same questions every month?**

Some questions will remain on the survey from month to month to detect how schools are experiencing and adapting to change. Other questions will rotate in and out. Topics will include, but will not be limited to, instructional mode, pandemic-related learning needs, virus spread mitigation strategies, services offered for students and staff, technology use and information on staffing.

### **How will my school be reimbursed?**

If permitted, for each fully completed monthly survey, the school will be offered \$400. For most schools, these funds will be paid out monthly in the form of a debit card. Some schools may need to make alternate arrangements with the Census Bureau.

### **Other important information**

All participation is voluntary. However, each school in the School Pulse Panel sample was selected to represent schools with similar characteristics, making your participation critical. Please be assured that, by federal mandate, we are required to protect the responses of all schools included in our survey. Individual responses will be combined with those from other participants to produce summary statistics and reports. No teacher or student time is required to complete the survey.

### **Questions?**

If you have any questions about the study, contact the U.S. Census Bureau at 1-844-868-3661 or via email at [addp.school.pulse.panel@census.gov](mailto:addp.school.pulse.panel@census.gov). The Census Bureau is collecting the data for NCES.

*NCES is authorized to conduct this survey by the American Rescue Plan Act of 2021 (ARP 2021; Sec. 2010) and the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). All of the information schools provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). Reports of the findings from the survey will not identify participating Local Education Agencies (LEAs), schools, or staff. Individual responses will be combined with those from other participants to produce summary statistics and reports.*





## **Changes to Appendix B**

### **Appendix B.4 – Proposed August and September Items**

*Based on feedback from SPP stakeholders and school staff, proposed items for the August and September instruments may be updated at a later time through a change request.*

#### **After-School Programs (August)**

**ASP1a.** For the 2022-23 school year, is your school planning to offer any after-school programs?

- Yes
- No
- Don't know

**ASP1b.** Which of the following after-school programs is your school offering? {Display if ASP1a=yes}

	Yes	No	Not applicable for our student population
After-school programs held at and run by the school			
After-school programs held at the school but run by a community-based organization			
Work-based learning opportunities			
Other after-school learning experience not listed above			

**ASP1c.** Do these after-school programs you selected incorporate tutoring?

*High-dosage tutoring is tutoring that takes place one-on-one or small group instruction, offered three or more times per week and is also known as evidence-based or high-quality tutoring).*

{Answers populate based on selections to ASP1b}	Yes, high-dosage tutoring is incorporated	Yes, other tutoring is incorporated	No tutoring is incorporated	Don't Know
After-school programs held at and run by the school				
After-school programs held at the school but run by a community-based organization				
Work-based learning opportunities				
Other after-school learning experience not listed above				

**ASP2.** You indicated your school is planning to offer the following after-school programs. Are any of these programs being offered **specifically to address pandemic-related learning recovery**? Select those programs that are specifically designed to address pandemic-related learning recovery.

Select all that apply.

{Answers populate based on selected responses to ASP1b}

**ASP3.** What is the focus of the after-school programs at your school? *Select all that apply.* {Display if ASP1a = yes}

- Academic
- Enrichment
- Socioemotional learning
- Other, please specify: \_\_\_\_\_
- None of the above
- Don't know

**ASP4.** To the best of your knowledge, what percentage of your student body will participate in after-school programs during the 2022-23 school year and what was the typical percentage of students who participated in these programs prior to the start of the COVID-19 pandemic?

{Answers populate based on selections to ASP1b}	Percentage of students in 2022-23	Typical percentage of students in years prior to the COVID-19 pandemic
After-school programs held at and run by the school		
After-school programs held at the school but run by a community-based organization		
Work-based learning opportunities		
Other after-school learning experience not listed above		

## **Hiring Process (August)**

**HP1.** Which of the following positions, if any, has your school created for the 2022-23 school year using American Rescue Plan (ARP) funds? *Select all that apply.*

- My school has not created any new positions for the 2022-23 school year using ARP funds
- General Elementary
- Special Education
- English or Language Arts
- Social Studies
- Computer Science
- Mathematics
- Biology or life sciences
- Physical sciences (e.g., chemistry, physics)
- English as a Second Language (ESL) or bilingual education
- Foreign languages
- Music or arts
- Career or technical education
- Physical education or health
- Mental health professional (e.g., psychologist, social worker)
- Medical professional (e.g., nurse, nurse's aide)
- Administrative staff
- Technology specialist
- Transportation staff
- Custodial staff
- Nutrition staff (e.g., food preparation, cafeteria worker)
- Academic counselor
- Academic interventionist
- Tutor
- Instructional coach

**HP2a.** How easy or difficult was it for you to fill each of the following **teaching** positions with a fully certified teacher over the summer of 2022?

	Very Easy	Somewh at easy	Somewh at difficult	Very difficult	Not Applicable – we did not have vacancies in this area	Not Applicable – our school does not offer this position
General Elementary						
Special Education						
English or language arts						
Social Studies						
Computer science						
Mathematics						
Biology or life sciences						
Physical sciences (e.g., chemistry, physics)						
English as a Second Language (ESL) or bilingual education						
Foreign languages						
Music or arts						
Career or technical education						
Physical education or health						

**HP2b.** What, if any, challenges did you experience filling vacant **teaching** positions over the summer of 2022? *Select all that apply.*

- Too few candidates applying for open teaching positions
- A lack of qualified candidates applying for open teaching positions
- Applicants turned down teaching positions once offered
- Other, please specify: \_\_\_\_\_
- We did not experience any challenges filling teacher vacancies
- We did not have any teacher vacancies to fill

**HP3a.** How easy or difficult was it for you to fill each of the following non-teaching staff positions with a fully certified staff member over the summer of 2022?

	Very Easy	Somewhat easy	Somewhat difficult	Very difficult	Not Applicable - we did not have vacancies in this area	Not Applicable - our school does not offer this position
Mental health professional (e.g., psychologist, social worker)						
Medical professional (e.g., nurse, nurse's aide)						
Administrative staff						
Technology specialist						
Transportation staff						
Custodial staff						
Nutrition staff (e.g., food preparation, cafeteria worker)						
Academic counselor						
Academic interventionist						
Tutor						
Instructional coach						

**HP3b.** What, if any, challenges did you experience filling vacant **non-teaching staff** positions over the summer of 2022? *Select all that apply.*

- Too few candidates applying for open staff positions
- A lack of qualified candidates applying for open staff positions
- Applicants turned down staff positions once offered
- Other, please specify: \_\_\_\_\_
- We did not experience any challenges filling staff vacancies
- We did not have any staff vacancies to fill

**HP4.** Entering the 2022-23 school year, do you feel your school is understaffed?

- Yes
- No
- Don't Know

**HP5.** In which of the following areas do you feel that you are understaffed? {Display if HP4 = Yes}

	Yes, we are understaffed in this area	No, we are not understaffed in this area	Not applicable
Special Education			
English or Language Arts			
Social Studies			
Computer Science			
Mathematics			
Biology or life sciences			
Physical sciences (e.g., chemistry, physics)			
English as a Second Language (ESL) or bilingual education			
Foreign languages			
Music or arts			
Career or technical education			
Physical education or health			
Mental health (e.g., psychologist, social worker)			
Medical (e.g., nurse, nurse's aide)			
Administrative staff			
Technology			
Transportation			
Custodial			
Nutrition (e.g., food preparation, cafeteria worker)			
Academic counseling			
Academic interventionist			
Tutor			
Instructional coach			

**HP6.** Which of the following have contributed to your school being understaffed for the 2022-23 school year? *Select all that apply.* {Display if HP4 = Yes}

- We have lost full-time equivalent (FTE) teaching positions since the start of the COVID-19 pandemic
- We have lost FTE non-teaching staff positions since the start of the COVID-19 pandemic
- We have not been able to fill vacant teaching positions since the start of the COVID-19 pandemic
- We have not been able to fill vacant non-teaching staff positions since the start of the COVID-19 pandemic
- We were already understaffed prior to the start of the COVID-19 pandemic.

- Other, please specify: \_\_\_\_\_

## **Community Partnerships (August)**

**CSP1a.** Does your school use a “community school” or “wraparound services” model?

*A community school or wraparound services model is when a school partners with other government agencies and/or local nonprofits to support and engage with the local community (e.g., providing mental and physical health care, nutrition, housing assistance, etc.)*

- Yes
- No
- Don't Know

**CSP1b.** For the 2022-23 school year, which of the following services are available through your school's existing partnerships? *Select all that apply.* {Display if CSP1a = YES}

- Physical health care
- Mental health care
- Dental care
- Vision care
- Housing assistance
- Nutrition/food assistance
- Employment assistance
- Childcare
- Social work
- Adult education classes
- Family support and parenting
- Mentoring and tutoring programs
- Migrant and refugee support
- Volunteering opportunities
- Community resource fairs
- Other, please specify: \_\_\_\_\_
- None of the above



**CSP1c.** Were these services added to address challenges or difficulties related to the COVID-19 pandemic?

{Display based on responses to CSP1b}	Yes	No	Don't Know
Physical health care			
Mental health care			
Dental care			
Vision care			
Housing assistance			
Nutrition/food assistance			
Employment assistance			
Childcare			
Social work			
Adult education classes			
Family support and parenting			
Mentoring and tutoring programs			
Migrant and refugee support			
Volunteering opportunities			
Community resource fairs			

**CSP1d.** To the best of your knowledge, what percentage of your students and their families will participate in these programs during the 2022-23 school year and what was the typical percentage of students and their families who participated in these programs prior to the start of the COVID-19 pandemic?

{Answers populate based on selections to CSP1c}	Percentage of students and their families in 2022-23	Typical percentage of students and their families in years prior to the COVID-19 pandemic
Physical health care		
Mental health care		
Dental care		
Vision care		
Housing assistance		
Nutrition/food assistance		
Employment assistance		
Childcare		
Social work		
Adult education classes		
Family support and parenting		

Mentoring and tutoring programs		
Migrant and refugee support		
Volunteering opportunities		
Community resource fairs		

## **Mitigation (September)**

**SumMit1.** Did your school require that students test negative for COVID-19 before returning to in-person learning after the summer break?

- Yes
- No
- Don't Know

**SumMit2.** Did your school or district provide COVID-19 tests to each student prior to returning to in-person learning after the summer break?

- Yes
- No
- Don't Know

**NewMitigation12.** As of today, is your school conducting (or partnering with another organization to conduct) contract tracing for COVID-19 infected students, teachers, or staff?

- Yes
- No
- Don't Know

**ALTMITIGATION40.** To the best of your knowledge, what percentage of your school's teaching and non-teaching STAFF are **fully vaccinated** against COVID-19?

\_\_\_\_\_ percentage of staff

- Don't Know

**NewAltMitigation40.** To the best of your knowledge, what percentage of your school's teaching and non-teaching STAFF are **up to date** on their COVID-19 vaccines?

*Being up to date means that an individual has received all doses in their primary vaccination series and one booster when eligible*

- \_\_\_\_\_ percentage of staff
- Don't Know

**NewAltMitigation41.** To the best of your knowledge, what percentage of your school's STUDENTS are **up to date** on their COVID-19 vaccines?

*Being up to date means that an individual has received all doses in their primary vaccination series and one booster when eligible*

- \_\_\_\_\_ percentage of students
- Don't Know

**ALTMITIGATION40.** To the best of your knowledge, what percentage of your school's STUDENTS are **fully vaccinated** against COVID-19?

\_\_\_\_\_ percentage of students

- Don't Know

**Mitigation46.** For the 2022-23 school year, has your school taken any of the following steps to increase ventilation or filter/clean air in school?

	Ye s	No	Don't Know
Inspected and validated existing HVAC systems for cleanliness, function, and code-compliant operation			
Replaced/upgraded HVAC systems			
Installed ultraviolet germicidal irradiation (UVGI) in high-risk areas, where students eat, or where options for ventilation are limited			
Deactivated/turned off demand-controlled ventilation (DCV) controls (e.g., thermostats, central controls) that reduce air supply or exhaust based on occupancy, temperature, or energy conservation, so that air supply will remain constant throughout the day			
Installed or used high-efficiency particulate air (HEPA) filtration systems in areas where students eat			
Installed or used HEPA filtration systems in classrooms			

**Mitigation47.** As of today, does your school take any of the following steps to increase ventilation or filter/clean air in school?

	Ye s	No	Don't Know
Open doors to hallway or outside when safe to do so			
Open windows when safe to do so			
Use fans to increase the effectiveness of open windows when safe to do so			
Decrease occupancy in areas where outdoor ventilation cannot be increased			
Relocate activities to outdoors when possible to do so			
Increase ventilation in areas where students eat			
Use HEPA filtration systems in areas where students eat			
Use HEPA filtration systems in classrooms			
Use portable HEPA filtration systems for high-risk areas, such as nurse's office, isolation areas, or rooms where people are less likely to follow mask guidance			

## Technology/Digital Literacy (September)

**INTERNET1.** For the 2022-23 school year, are students who need internet access provided internet access **at home**?

- Yes
- No
- Don't Know

**INTERNET2.** For the 2022-23 school year, are students who need internet access provided internet access **at a location other than their home**?

- Yes
- No
- Don't Know

**INTERNET3.** For the 2022-23 school year, is your school providing digital devices (e.g., laptops, tablets, Chromebooks, etc.) to students who need it?

- Yes
- No
- Don't Know

**INTERNET4.** For the 2022-23 school year, is your school providing IT or technical support for problems with **students'** internet or computers? Include formal support or staff who are dedicated to help with IT. Do not include teachers who may help during lessons.

- Yes
- No
- Don't Know

**INTERNET5.** For the 2022-23 school year, is your school providing IT or technical support for problems with **staff's** internet or computers? Include formal support or staff who are dedicated to help with IT. Do not include teachers who may help during lessons.

- Yes
- No
- Don't Know

**DL1a.** Does your school offer training on digital literacy for your students?

- Yes
- No
- Don't Know

**DL1b.** Does your school provide target training for any of the following subgroups? *Select all that apply.*

{Display if DL1a = YES}

- All students are offered digital literacy training
- Migrant students
- English Learner (EL) or English as a Second Language (ESL) students
- Students with Individualized Education Programs (IEPs) or 504 plans
- Economically disadvantaged students (such as those that qualify for free or reduced-price lunch)
- Students experiencing homelessness

Other, please specify: \_\_\_\_\_

**DL2.** Does your school offer training on digital literacy for your students' families?

- Yes
- No
- Don't Know

## **Appendix B.5 – Point of Contact Information (displayed at end of survey)**

**Please review the contact information we have for your school and indicate whether the information is correct or needs to be updated.**

### **PRINCIPAL INFORMATION**

Principal Name: \${e://Field/PRIN\_FNAME} \${e://Field/PRIN\_LNAME}

Principal Email: \${e://Field/PRIN\_EMAIL}

- Principal information is correct (1)
- Principal information needs to be updated (2)

### **SCHOOL POINT OF CONTACT INFORMATION**

Point of Contact (POC) Name: \${e://Field/POC\_FNAME} \${e://Field/POC\_LNAME}

Point of Contact (POC) Email: \${e://Field/POC\_EMAIL}

- POC information is correct (1)
- POC information needs to be updated (2)

### **DEBIT CARD INFORMATION**

Debit Card Point of Contact: \${e://Field/DC\_POC}

Debit Card Address:

\${e://Field/DC\_MSTREET} \${e://Field/DC\_OFFICE}  
\${e://Field/DC\_MCITY}  
\${e://Field/DC\_MSTATE}  
\${e://Field/DC\_MZIP} \${e://Field/DC\_MZIP4}

POC1\_update Please provide updated PRINCIPAL information below:

- Principal First Name (1) \_\_\_\_\_
- Principal Last Name (2) \_\_\_\_\_
- Principal Email (3) \_\_\_\_\_

POC2\_update Please provide updated POINT OF CONTACT information below:

- POC First Name (1) \_\_\_\_\_
- POC Last Name (2) \_\_\_\_\_
- POC Email (3) \_\_\_\_\_

POC3\_update Please provide updated DEBIT CARD information below:

- Debit Card Point of Contact (1) \_\_\_\_\_
- Address 1 (2) \_\_\_\_\_
- Address 2 (3) \_\_\_\_\_
- City (4) \_\_\_\_\_
- State (4) \_\_\_\_\_
- ZIP Code (6) \_\_\_\_\_