



MOVING FORWARD TOGETHER

PRESENTATION TO PEA

Utah State Board of Education

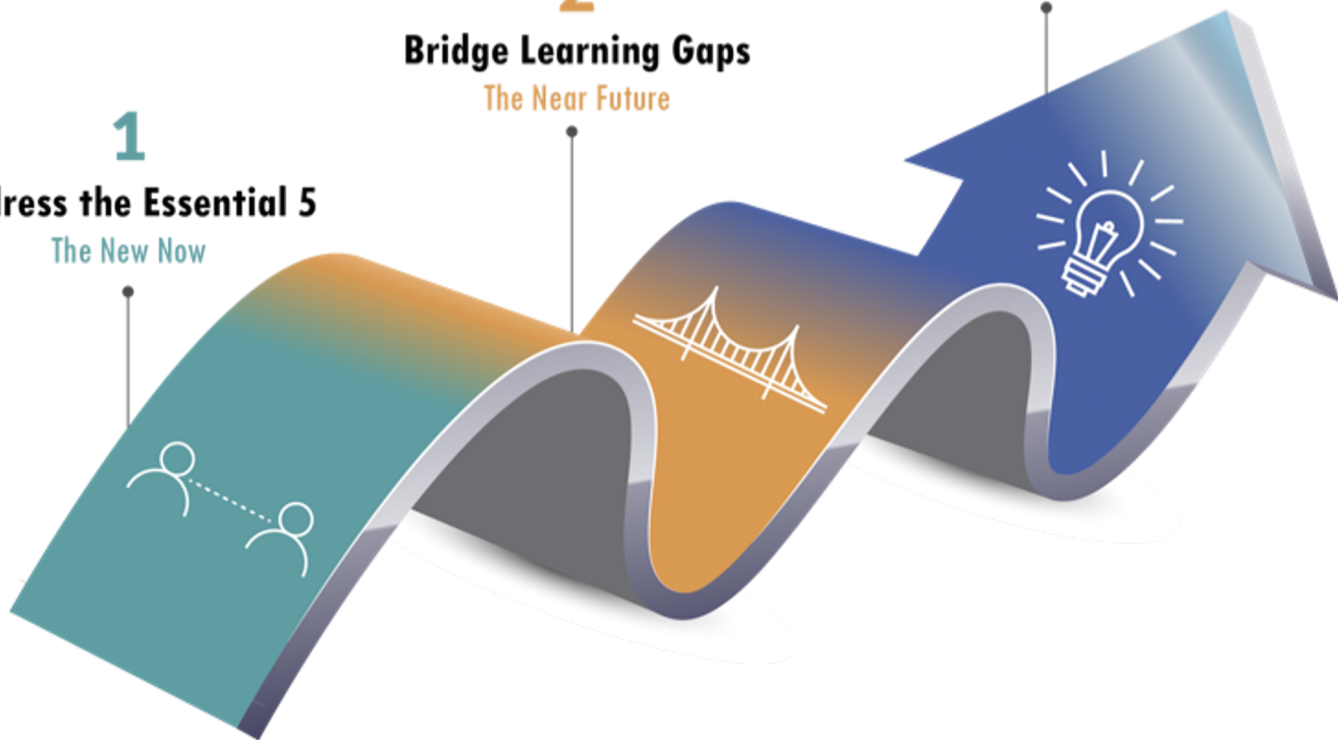
May 27, 2020



1
Address the Essential 5
The New Now

2
Bridge Learning Gaps
The Near Future

3
Return & Reimagine
The New Future



Essential 5

PHASE 1

ADDRESS THE ESSENTIAL 5 THE NEW NOW



This is the phase we are in right now. The objective is clear: Mitigate the spread of COVID-19 through strict physical distancing measures, including school soft closure. During this time, we encourage school communities to focus efforts on the following **five** priorities, while also considering the health and safety of your staff and communities:

- Continue providing learning opportunities for all students
- Provide graduating seniors the content they need to transition
- Maximize opportunities for students to continue to receive meal services
- Make every effort to keep staff gainfully employed
- Support student and staff mental health and social emotional needs



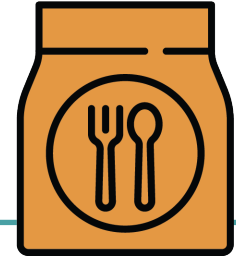
Making Sure Students are Fed



Community pick up of lunch and breakfast at school sites



Delivery of school meals by school busses



Partnership with local food banks for additional meal opportunities

School Meals



About **1,747,645**
meals served in
March 2020
following closure

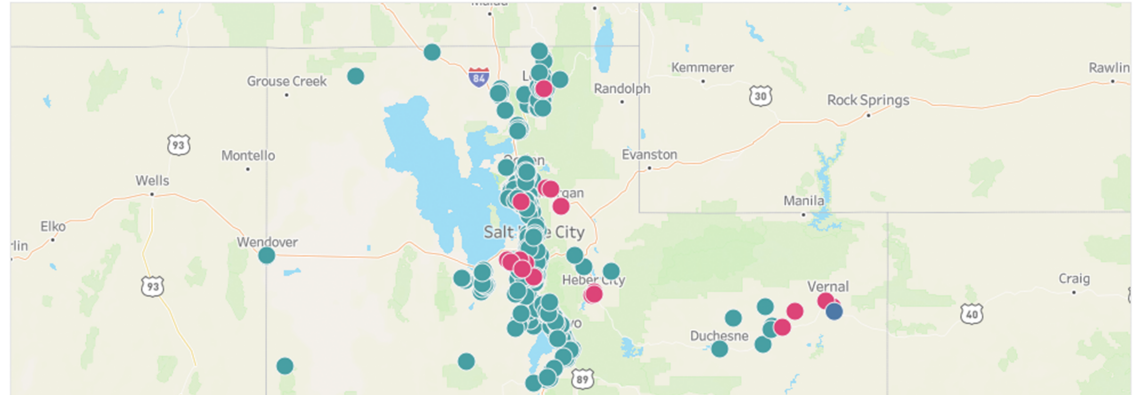


Emergency Meals for Children - Child Nutrition Programs

Choose a Zip:

(All) ▼

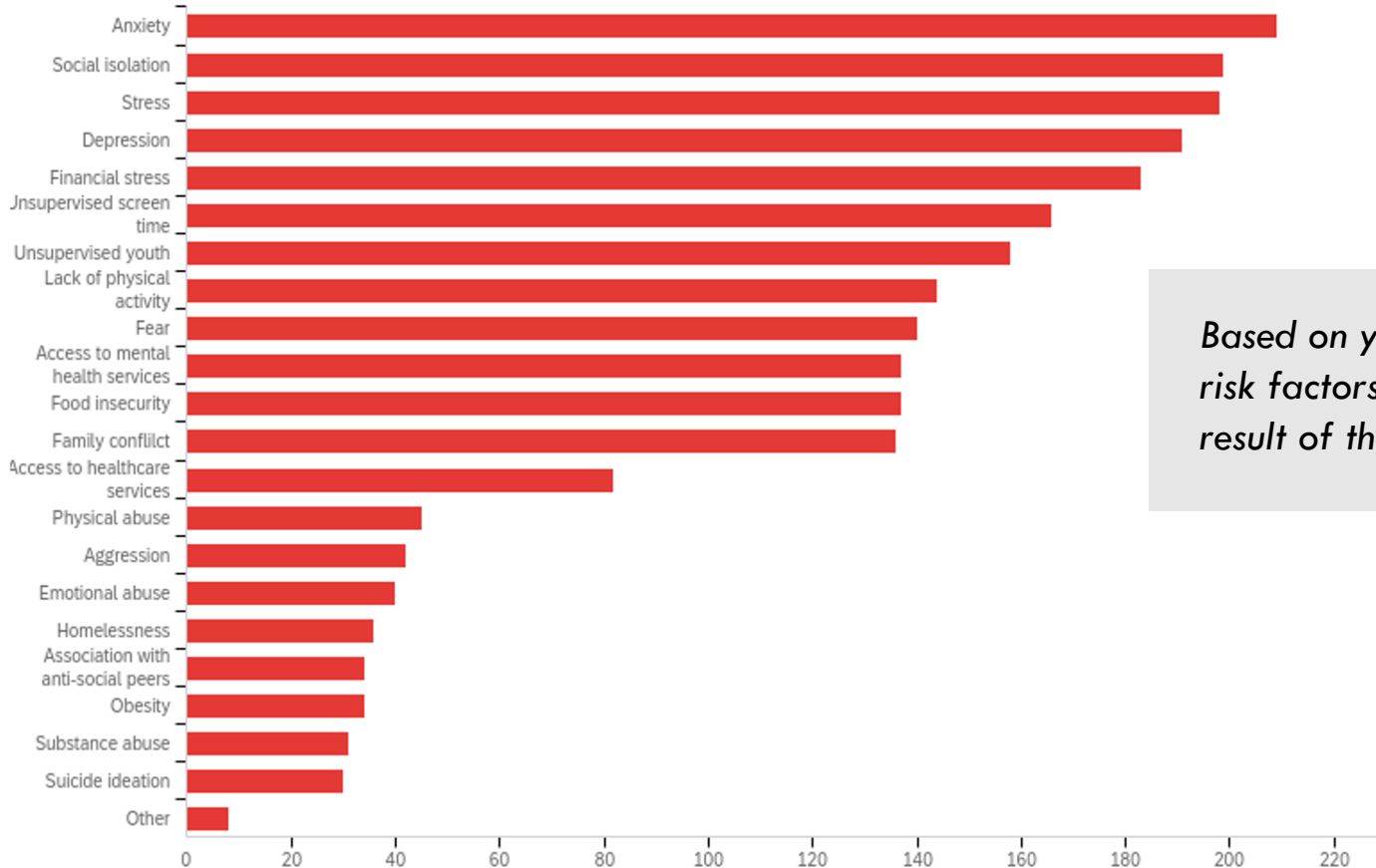
Sites in Operation



schools.utah.gov/cnp/mealmap



Mental Health and Social Emotional Needs



Based on your observations, what risk factors have increased as a result of the COVID-19 Pandemic?



Continuity of Education Plans and Board Waivers

- LEAs Created Continuity of Education Plans
- Board Approved Four Sets of Waivers from State Board Administrative Rules
- Board Worked with the Legislature to Waive Statutory Provisions, through SB 3005, including Requirement to Administer Statewide Assessments

Continuity of Education

- All Districts are participating in DTL along with ~40% Charter Schools
- Over 90% of students are potentially impacted by the DTL program
- Along with hundreds of teachers, 300 administrators have received their statewide ed tech endorsement
- ~50 Statewide CETL leaders (national certification for ed tech leadership)

Continuity of Education

A statewide learning management system (CANVAS) and the associated professional learning allowed teachers to transition to remote learning in 2-days

A statewide investment and inventory of devices was invaluable in identifying possible solutions at the state level (and local level)



Lessons Learned from Remote Learning



Broadband access for each family is an essential part of our society

- Capturing a statewide view of Internet availability in homes must be part of our next inventory

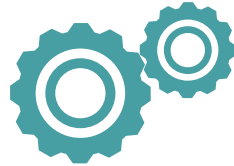


Partnering with UETN to create a central place for all resources streamlined communication (UEN HOME) was key

Lessons Learned from Remote Learning



LEAs need to assess home needs and modify policies to address checking out devices



Additional professional learning is essential for teachers to address pacing, essential learning, and remote learning tools



Partnerships with parents are an integral part of student success

Together We Must

Determine where
our students are at
academically,
socially, and
emotionally

Figure out what
our students need

Move our
students
forward



CARES ACT Funding

ESSER

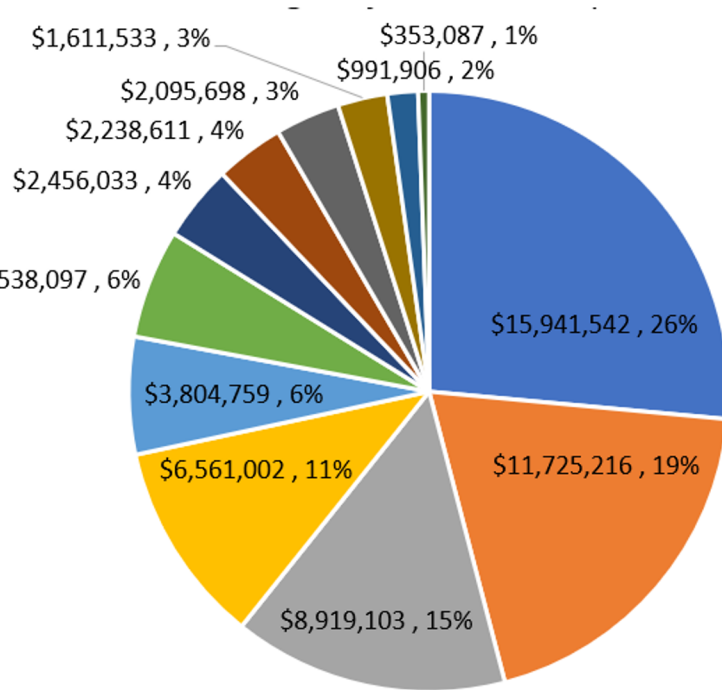
- \$67,821,787 total
- 90% LEAs 10% SEA
- Reimburse COVID-19 related costs from 3/13/20 to 9/30/21-22
- Survey results used for application and SEA portion
- Application to USDOE
 - Applied 5/4/2020
 - Approved 5/6/2020
 - Grants mgt. system used to track

GEER

- \$29,189,663
- Assigned to governor
- Applicable to K-16 needs
- Using survey results and current funding formulas to determine allocations
- Includes focus areas of Gov. Herbert (i.e., early learning, SEL)



CARES Expenditure Projections by LEA



- 12. Other activities necessary to maintain operations and continuity
- 11. Summer learning, afterschool programs and addressing the needs of particular students
- 9. Purchasing educational technology
- 8. Planning for and coordination during long-term closures
- 3. Providing principals and other school leaders with needed resources
- 4. Activities to address the unique needs of particular students
- 7. Purchasing supplies to sanitize and clean LEA facilities, including PPE
- 1. Activity authorized by ESEA, IDEA, AEFLA, Perkins, or the McKinney-Vento Act
- 5. Developing and implementing procedures and systems to improve LEA preparedness and response efforts
- 10. Providing mental health services and supports
- 2. Coordination of LEA preparedness and response efforts to improve coordinated responses with other agencies
- 6. Training and professional development for LEA staff on sanitation

Who is informing our K-12 CARES SEA 10% set aside?

- Superintendents and Charter School Directors
- Counselors
- Teachers
- Principals
- Parents
- Community Partners

Bridging Reinforcement to Address Unfinished Learning

- Quick learning measurement tools
 - DIBELS, UT COMPOSE, RISE benchmarks, progress monitoring, LEA tools
- Small group and individual tutoring
- Food provided through summer programs (summer sites)
- USBE Resource Hub for educators:
 - High quality instructional and digital materials
 - Evidence based professional learning (including digital delivery)
 - Social, emotional, and essential skills taught throughout the day

Return • Recover • Reimagine

Local School Boards prepare to be nimble, adapting to levels of risk and community needs

Differentiated staffing models:

- Looping
- Co-teaching
- Shared delivery
- Staggered schedules

Blended learning models

- Equitable access to digital tools

Consistent and clear communication systems with families; including ELL/refugees

Next Steps

➤ Coordination council of stakeholders providing input

➤ Creation of guidance documents by USBE, State and Local Health

➤ Evaluation of Costs Associated with COVID-19 in K-12 Education

- Increases in transportation costs
- Costs for personal protective equipment (PPE) for teachers and staff
- Modifications to classroom spaces (dividers, spacing, etc.)
- Installing hand sanitizing stations, additional hand washing stations
- Costs for technology needs at the home, including internet
- Updated health kit equipment, including thermometers and PPE
- Costs of personnel to support unfinished learning

Questions?

schools.utah.gov/coronavirus

Appendix A

Utah State Board of Education Waivers

Summary of Board Rule Waivers

March 19 - Waived the 180 day and 990 Hour Requirements of R277-419 and many plan deadlines, including deadline to adopt student fees

April 2 - Waived educator evaluation requirements and many licensing renewal deadlines to Oct 31, 2020

April 16 - Waives additional evaluation and licensing requirements

May 7 - Allows students who have graduated to continue to participate in Driver Education through Dec 31, 2020 and waives requirement for schools in their first year of operation to be accredited to allow an additional year

Appendix B

Digital Teaching and Learning Details

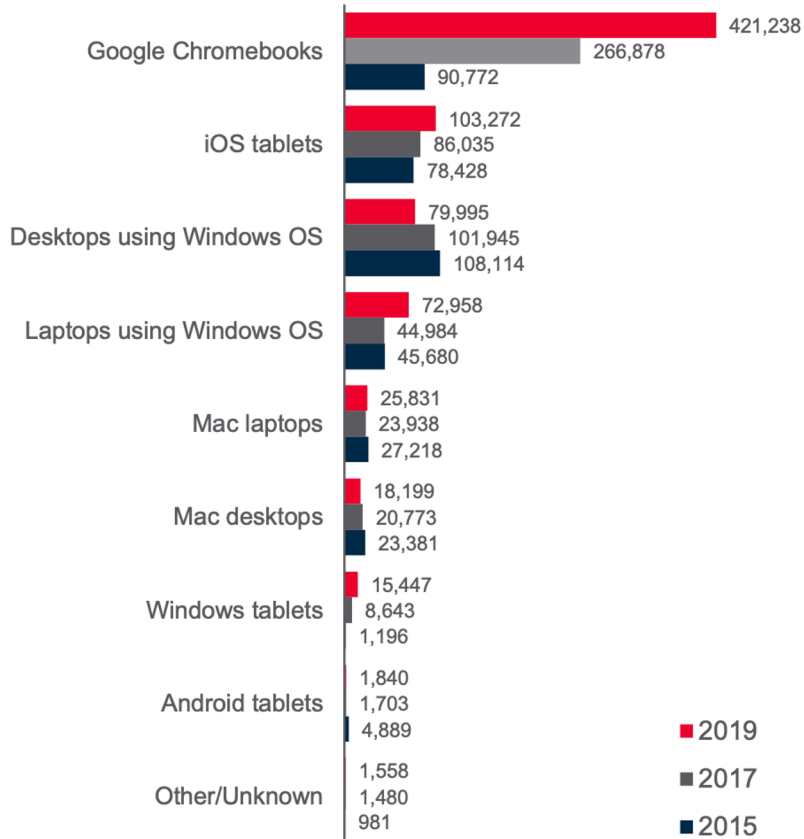


Figure 1: Computing Devices Available for Student Use in Utah Schools

Availability of Devices

Although digital infrastructure varies in K-12 at the local level, a state landscape report from January 2020 indicated that Utah public schools have **access to more than 740k digital devices** (667k students in Utah). This is 200k more than in 2017.

Lesson Learned: *A statewide inventory was invaluable in identifying possible solutions at the state level (and local level)*

Device Deployment

Mobile device deployment **policies vary across the state**. As of March 2020, most schools did not allow devices to be checked out for home use.

The investment in technology was at the school site, and with COVID-19 we shifted to learning at home.

Lesson Learned: *Many LEAs have now created new policies to address checking out devices*

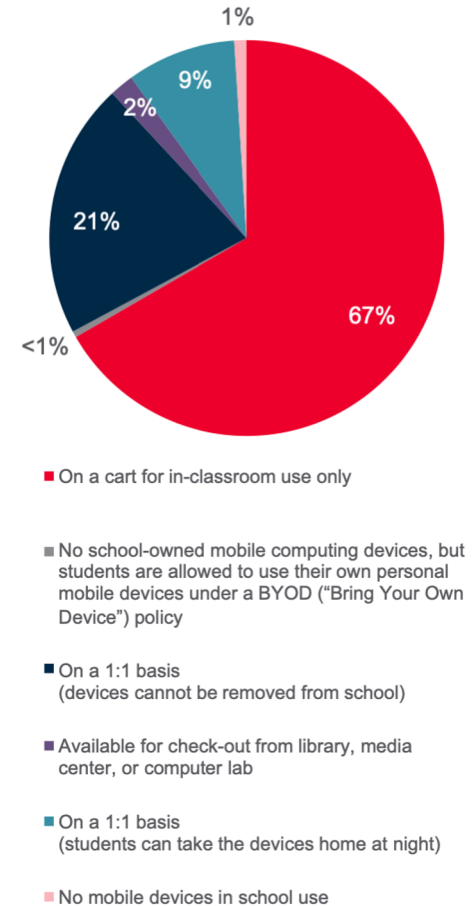


Figure 3: Mobile Device Deployment Policies in Utah Schools



Internet Access

As of March 2020, we **did not have statewide data** to demonstrate the **availability of Internet access in homes**. We sent a survey to statewide tech leaders on March 8th to begin gathering data and worked with partners to create a “Digital Divide” resource document.

Lesson Learned: *Capturing a statewide view of Internet availability in homes should be part of our next inventory*

Statewide LMS

In 2018, Utah invested in a **statewide learning management system for all K-12 schools**. As of March 2020, 60% of LEAs were using it to some degree. This includes 40 out of 41 districts and ~50% of charter schools. The LMS provides access to coursework and learning materials that extend beyond the transitional classroom.

Lesson Learned: *This investment and the associated professional learning allowed teachers to transition in a matter of hours*

Weekend + two school days to “prepare”

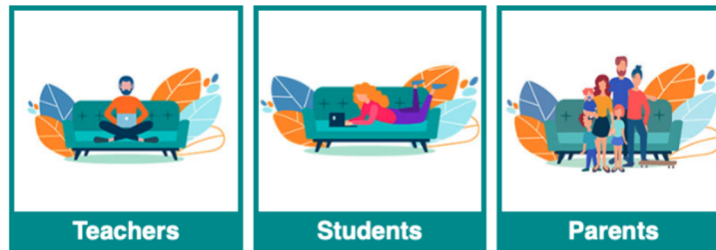
March 13th Press Release: *“Teachers have up to **two days to make plans to continue instruction**. Remote instruction will resume on Wednesday, March 18, at the latest, and may take many forms. Parents and students can expect more information from their school districts and charters.”*

UEN Resources

Timely information for teachers, students, parents and caregivers to **help learning continue beyond face-to-face environments** was compiled by our partners at the Utah Education Network.

www.uen.org/learnathome

Lesson Learned: *A central place for all resources streamlined communication*



Teachers

Students

Parents



Health @ Home Resources



Utah State Board of Education



Existing State Contracts

Existing state partners worked together to begin offering additional licenses and support to students, teachers, and families.

Examples:

Early Interactive Reading Software Program

STEM Action Center Math Software Program

Lesson Learned: *Regular “provider meetings” helped build relationships*



Digital Divide

Over the past month, we have been working with state and national partners to help address the digital divide.

tinyurl.com/UTDigitalDivide

Lesson Learned: *These resources allowed local leaders to connect with the right people at the right time*



Utah Education and Telehealth Network

Statewide Connectivity and Learning Resources to Support Students During the Coronavirus Outbreak

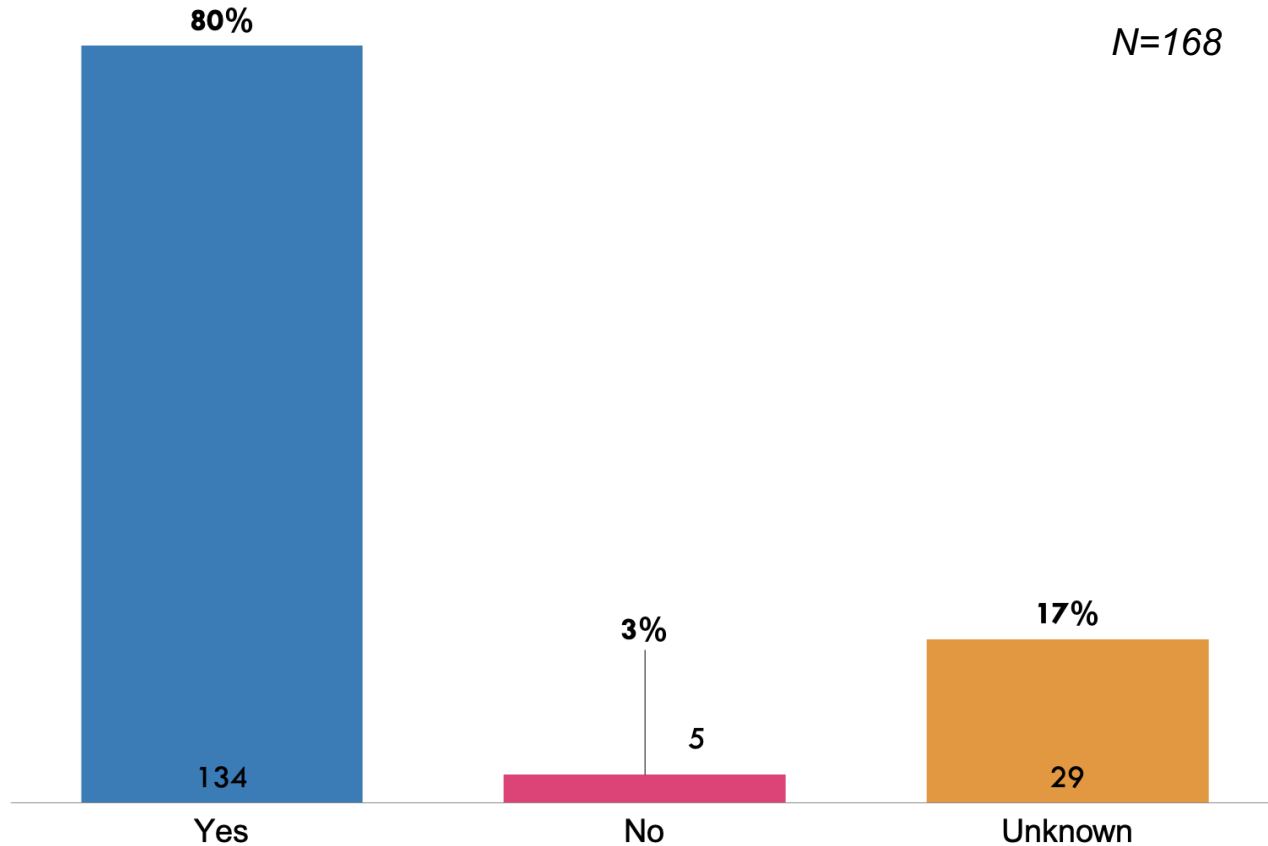
Compiled by the Utah Education and Telehealth Network

Broadband Service (In Alphabetical Order)

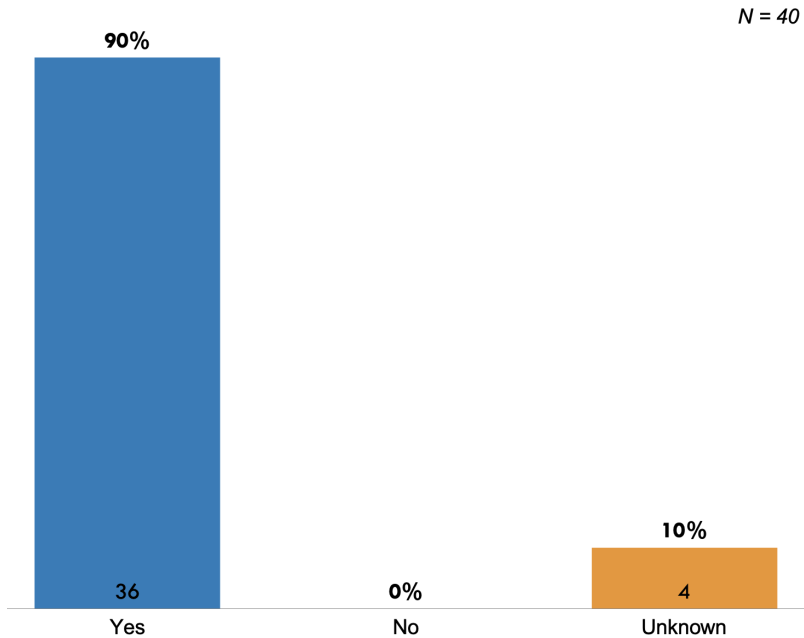
- **All West Communications** will not terminate any services because of customer's lack of ability to pay and will waive residential and small business late fees. This company has signed the FCC's Keep America Connected Pledge (see details below).
 - Service map found at <https://broadband.utah.gov/map#/route/minDownSpeed=7&minUpSpeed=9&providers=All%20West&extent=-12456019|4806389|4622324>
- **AT&T** has said it will not terminate service based on the customer's ability to pay. It will waive late fees to residential and small businesses due to economic hardship. They have launched a link with updates at <https://about.att.com/pages/COVID-19.html>
 - Service map found at <https://broadband.utah.gov/map#/route/minDownSpeed=7&minUpSpeed=9&providers=AT%26T&extent=-12481701|4774591|4622324>
- **Beehive Broadband** pledges for the next 60 days not terminate service to any residential or small business customers because of their inability to pay their bills due to the disruptions caused by the coronavirus pandemic; and waive any late fees that any residential or small business customers incur because of their economic circumstances related to the coronavirus pandemic.
 - Service map found at <https://broadband.utah.gov/map#/route/minDownSpeed=7&minUpSpeed=9&providers=Beehive&extent=-12456019|4806389|4622324>
- **Centracom** is offering free Internet service for households with K12 or college students that do not have internet. This offer is available until the end of the



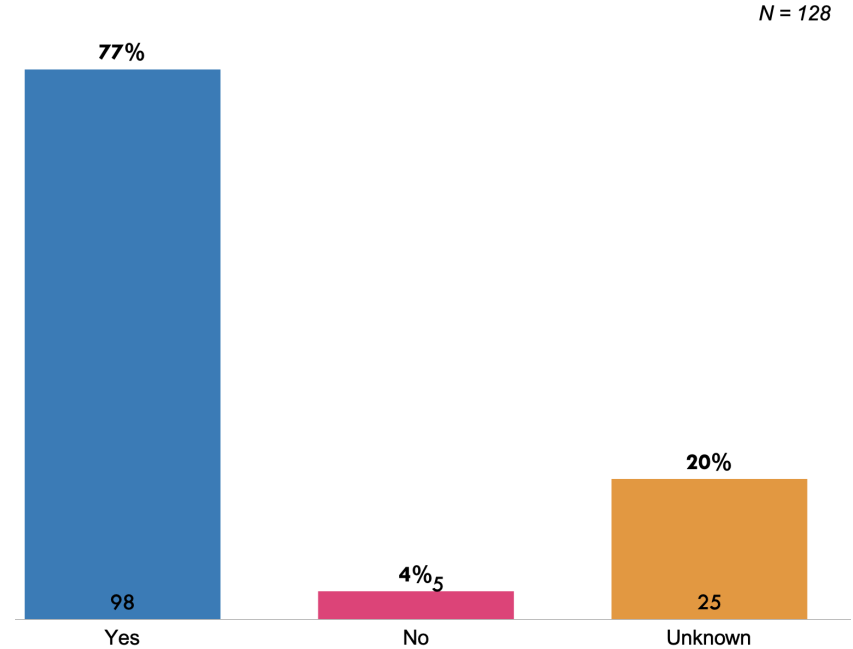
All LEAs: Computer Checkout Availability



School Districts: Computer Checkout Availability



Charter Schools: Computer Checkout Availability



LEA Internet Details

Hotspots were delivered to families that need internet connections.

Company names and contact information who were providing internet service free for the next few months were provided to families.

For those without internet access, teachers will make lesson plans available at the school or by mail.

Wireless signal strength has been boosted to allow parents and students to access the internet in school parking lots.

We are helping them get internet, and also providing them with additional packets if they cannot access internet even with our support.



Appendix C

K-12 Utah CARES Survey Data

K-12 Utah CARES Act Survey Projected Expenditures

At a state level, the category projected to have the greatest expenditures at 26% overall is 12. Other activities necessary to maintain operations and continuity of services and continuing to employ existing staff.

The category with the greatest number of LEAs projecting expenditures is 9. Purchasing educational technology with 105 LEAs projecting expenditures in this category.

Similarly, 9. Purchasing educational technology is the category projected to have the highest share of LEAs' allocated spending with an average of 35% projected to occur in this category.

The category with the fewest number of LEAs projecting expenditures is 2. Coordination of LEA preparedness and response efforts to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus at 19 LEAs.

K-12 Utah CARES Act Survey Additional Funding

Two spending categories had over 20% of LEAs responding that the funding would not meet their needs: 26% responded no on whether the funding would meet their needs for purchasing educational technology and 21% responded no on whether the funding would meet their needs for any activity authorized by ESEA, IDEA, AEFLA, Perkins, or the McKinney-Vento Act.

In total, local education agencies projected they would need an additional \$27.9 million to meet their needs.

In terms of percentage of total funding, we see the same three categories as above projected to have the greatest need for additional funding: Other activities to maintain operations; Planning and implementing related to summer; and Purchasing educational technology.



Additional Funding Projected Needed in Each Category

Funding Categories	Number of LEAs Projecting Additional Needs	Total Needed (Dollars)	Percent of Total	Average Needed (Dollars)
12. Other activities necessary to maintain operations and continuity of services and continuing to employ existing staff.	16	17,969,437	64.4%	1,283,531
9. Purchasing educational technology (including hardware, software, and connectivity) for students served by the LEA including assistance technology or adaptive equipment.	33	3,492,447	12.5%	109,139
11. Planning and implementing related to summer learning and supplemental afterschool programs and addressing the needs of students living in conditions of poverty, students with disabilities, students learning English, students experiencing homelessness, students who are refugees, and youth in foster care.	18	2,240,912	8.0%	124,495
1. Activity authorized by ESEA, IDEA, AEFLA, Perkins, or the McKinney-Vento Act	30	2,074,352	7.4%	82,974
10. Providing mental health services and supports.	11	782,000	2.8%	78,200
7. Purchasing supplies to sanitize and clean LEA facilities, including personal protective equipment.	17	470,300	1.7%	29,394



Additional Funding Projected Needed in Each Category, *Continued*

Funding Categories	Number of LEAs Projecting Additional Needs	Total Needed (Dollars)	Percent of Total	Average Needed (Dollars)
8. Planning for and coordination during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements.	13	267,000	1.0%	22,250
4. Activities to address the unique needs of students living in conditions of poverty, students with disabilities, students learning English, students experiencing homelessness, students who are refugees, and youth in foster care.	14	194,000	0.7%	14,923
2. Coordination of LEA preparedness and response efforts to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus.	4	190,000	0.7%	47,500
3. Providing principals and other school leaders with the resources necessary to address school needs.	8	134,000	0.5%	19,143
5. Developing and implementing procedures and systems to improve LEA preparedness and response efforts.	10	66,500	0.2%	7,389
6. Training and professional development for LEA staff on sanitation and minimizing the spread of infectious diseases.	7	36,000	0.1%	6,000
Total		27,916,948		



Counties Hardest Hit by COVID-19

% March Labor
Force Filing
Unemployment
Claims

% without
Broadband
Internet
Subscription

% Children in
Poverty

County % Share
of COVID-19
Cases Per
Capita

