Q1 In which county do you reside?
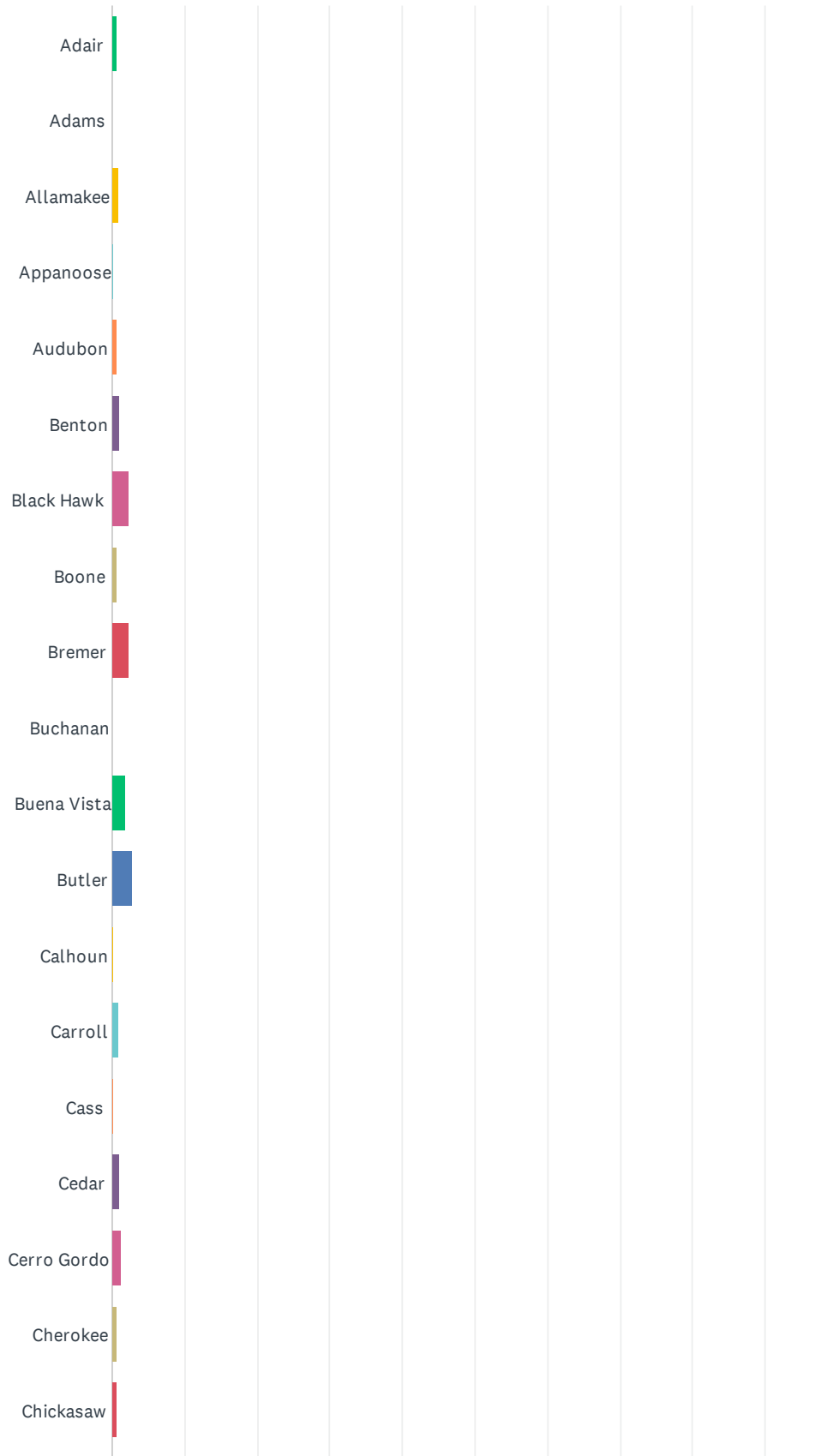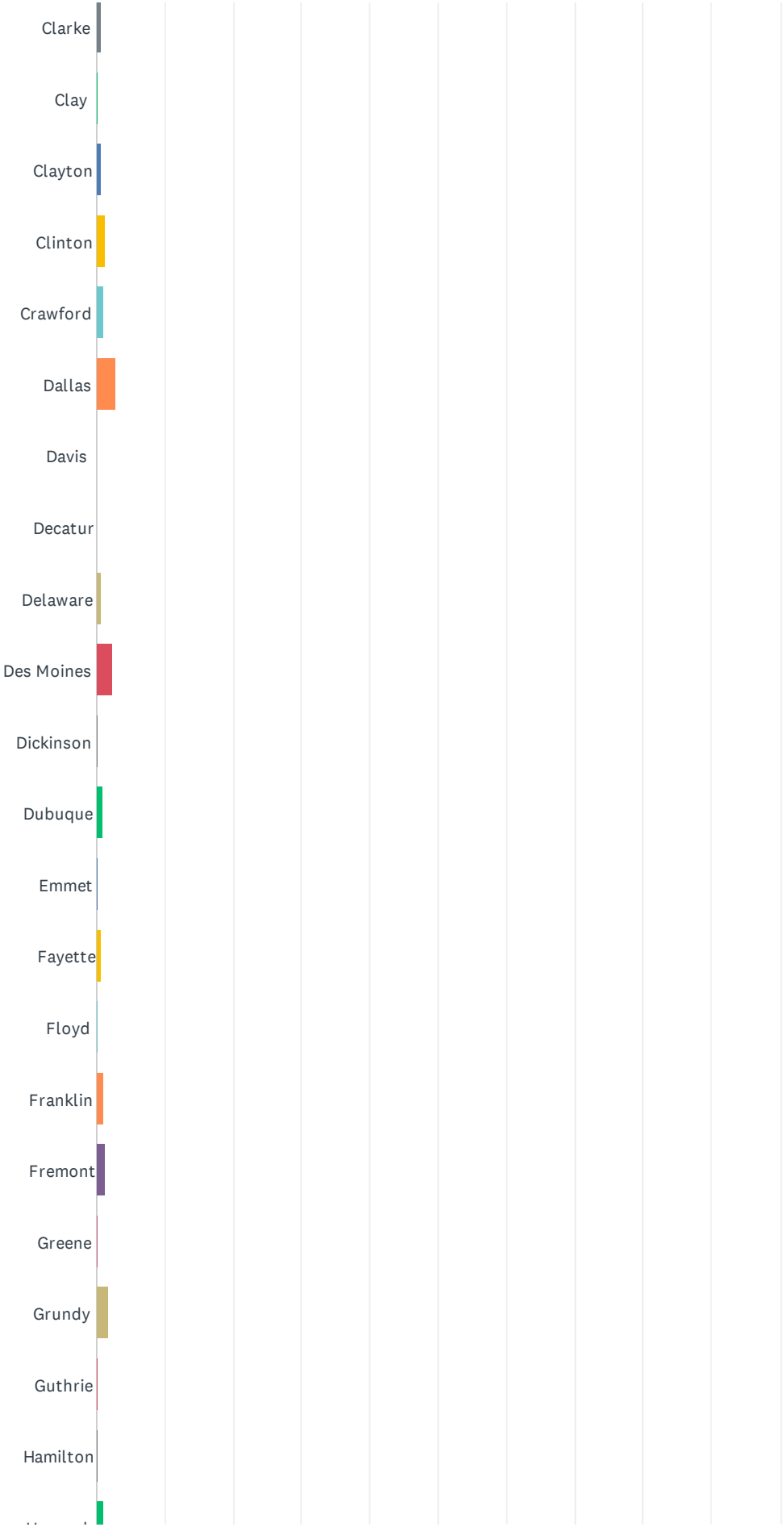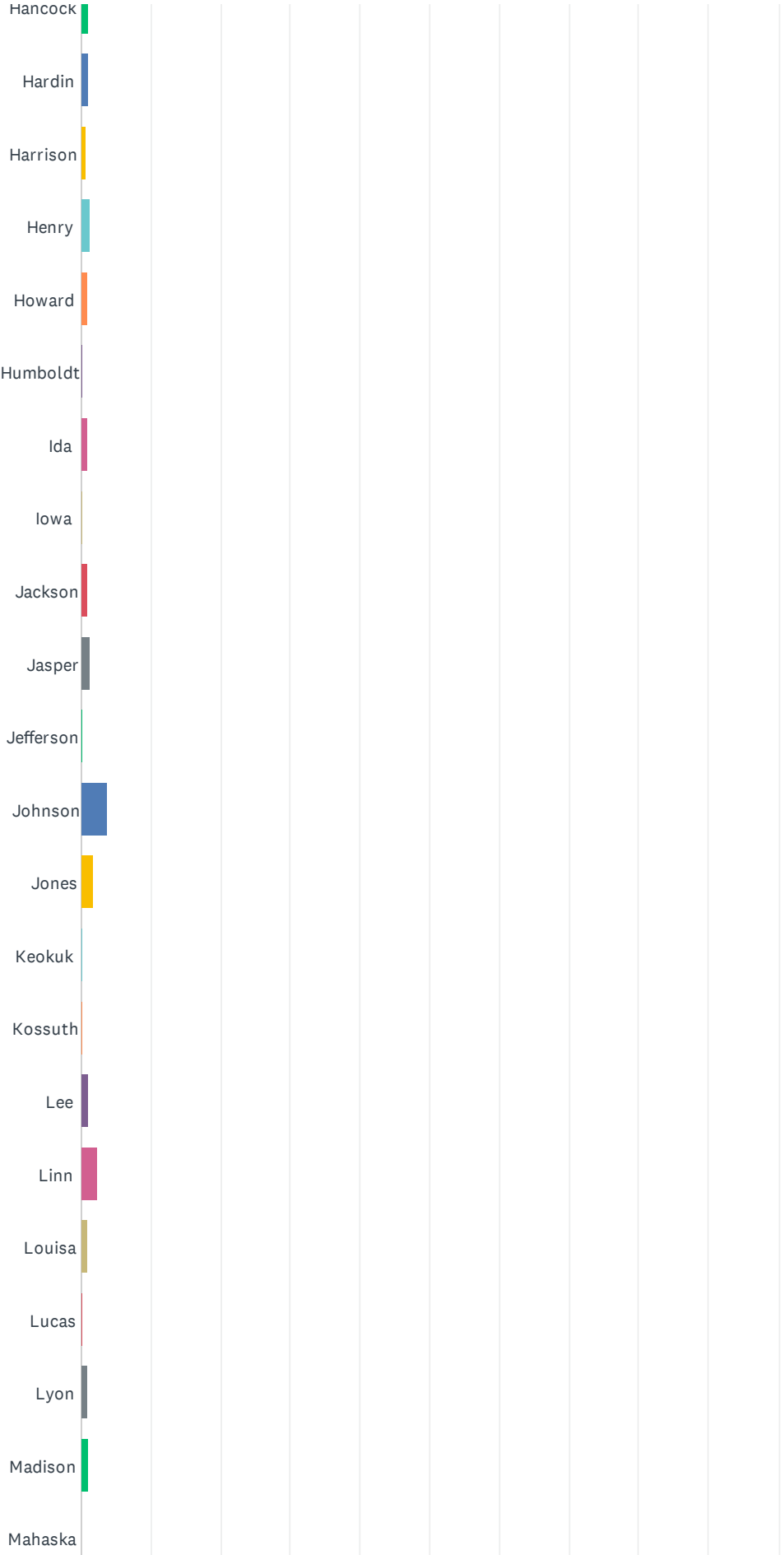
Answered: 379 Skipped: 0

Adair

Adams

Allamakee

Appanoose

Audubon

Benton

Black Hawk

Boone

Bremer

Buchanan

Buena Vista

Butler

Calhoun

Carroll

Cass

Cedar

Cerro Gordo

Cherokee

Chickasaw

ARP ESSER Survey

ARP ESSER Survey

Hancock

Hardin

Harrison

Henry

Howard

Humboldt

Ida

Iowa

Jackson

Jasper

Jefferson

Johnson

Jones

Keokuk

Kossuth

Lee

Linn

Louisa

Lucas

Lyon

Madison

Mahaska
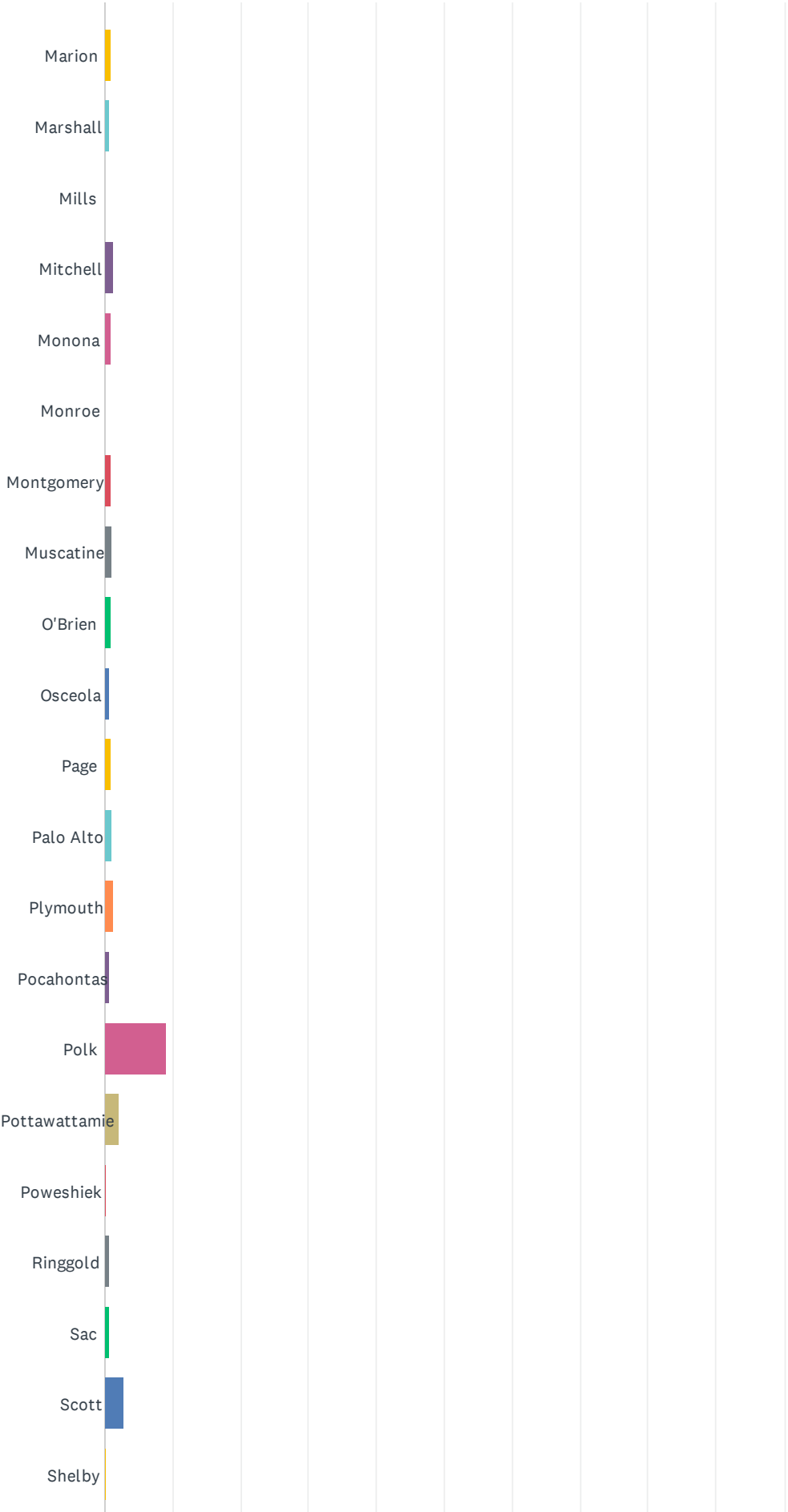
ARP ESSER Survey
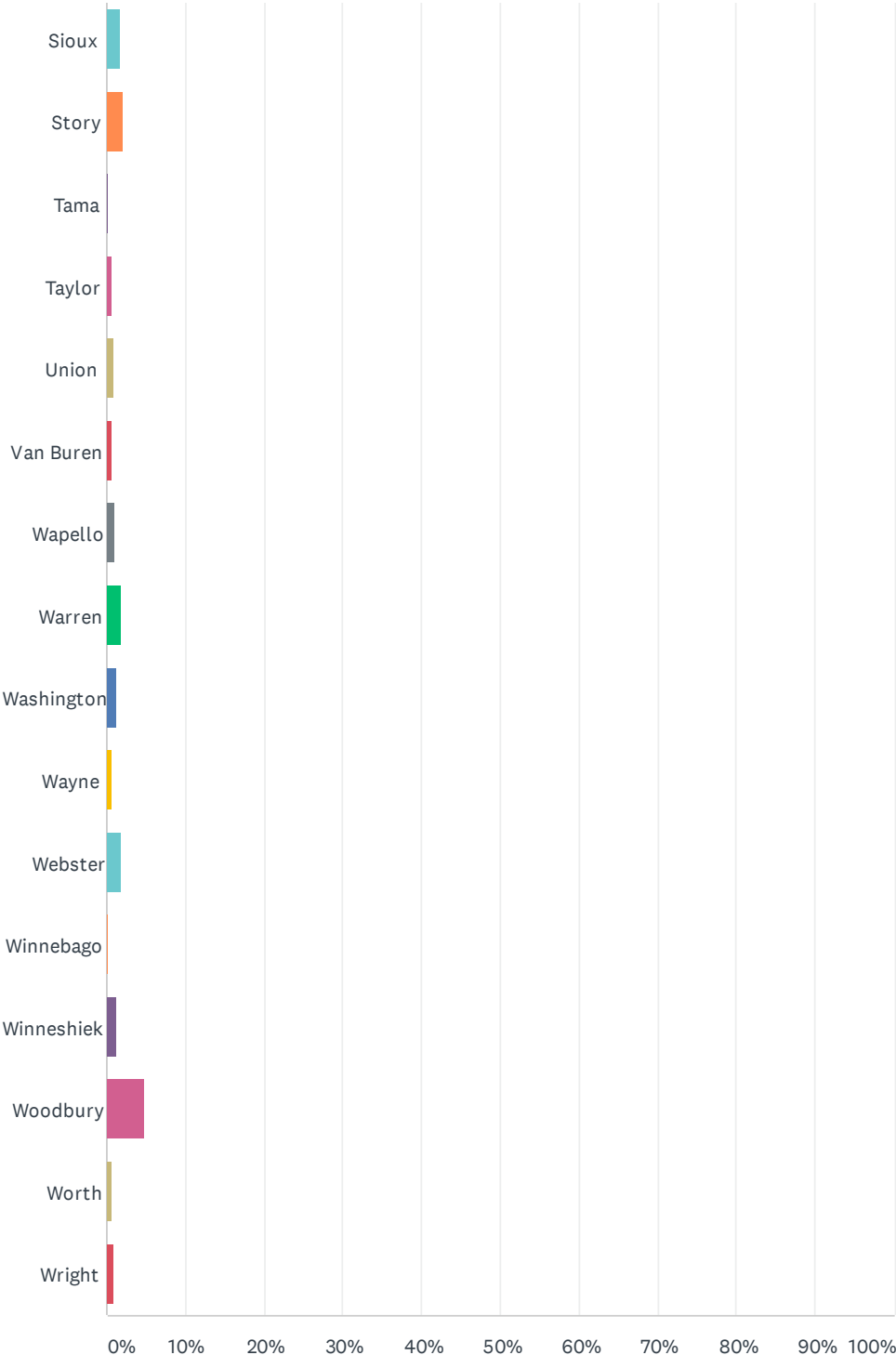
ARP ESSER Survey

ARP ESSER Survey

ANSWER CHOICES	RESPONSES	
Adair	0.53%	2
Adams	0.00%	0
Allamakee	0.79%	3
Appanoose	0.26%	1
Audubon	0.53%	2
Benton	1.06%	4
Black Hawk	2.37%	9
Boone	0.53%	2
Bremer	2.37%	9
Buchanan	0.00%	0
Buena Vista	1.85%	7
Butler	2.64%	10
Calhoun	0.26%	1
Carroll	0.79%	3
Cass	0.26%	1
Cedar	1.06%	4
Cerro Gordo	1.32%	5
Cherokee	0.53%	2
Chickasaw	0.53%	2
Clarke	0.53%	2
Clay	0.26%	1
Clayton	0.53%	2
Clinton	1.32%	5
Crawford	1.06%	4
Dallas	2.64%	10
Davis	0.00%	0
Decatur	0.00%	0
Delaware	0.53%	2
Des Moines	2.37%	9
Dickinson	0.26%	1
Dubuque	0.79%	3
Emmet	0.26%	1
Fayette	0.53%	2

Floyd	0.26%	1
Franklin	1.06%	4
Fremont	1.32%	5
Greene	0.26%	1
Grundy	1.58%	6
Guthrie	0.26%	1
Hamilton	0.26%	1
Hancock	1.06%	4
Hardin	1.06%	4
Harrison	0.53%	2
Henry	1.32%	5
Howard	0.79%	3
Humboldt	0.26%	1
Ida	0.79%	3
Iowa	0.26%	1
Jackson	0.79%	3
Jasper	1.32%	5
Jefferson	0.26%	1
Johnson	3.69%	14
Jones	1.58%	6
Keokuk	0.26%	1
Kossuth	0.26%	1
Lee	1.06%	4
Linn	2.37%	9
Louisa	0.79%	3
Lucas	0.26%	1
Lyon	0.79%	3
Madison	1.06%	4
Mahaska	0.00%	0
Marion	0.79%	3
Marshall	0.53%	2
Mills	0.00%	0
Mitchell	1.32%	5
Monona	0.79%	3
Monroe	0.00%	0

Montgomery	0.79%	3
Muscatine	1.06%	4
O'Brien	0.79%	3
Osceola	0.53%	2
Page	0.79%	3
Palo Alto	1.06%	4
Plymouth	1.32%	5
Pocahontas	0.53%	2
Polk	8.97%	34
Pottawattamie	2.11%	8
Poweshiek	0.26%	1
Ringgold	0.53%	2
Sac	0.53%	2
Scott	2.64%	10
Shelby	0.26%	1
Sioux	1.58%	6
Story	2.11%	8
Tama	0.26%	1
Taylor	0.53%	2
Union	0.79%	3
Van Buren	0.53%	2
Wapello	1.06%	4
Warren	1.85%	7
Washington	1.32%	5
Wayne	0.53%	2
Webster	1.85%	7
Winnebago	0.26%	1
Winneshiek	1.32%	5
Woodbury	4.75%	18
Worth	0.53%	2
Wright	0.79%	3
TOTAL		379

Q2 Which of the following best describes the area in which you reside?

Answered: 379   Skipped: 0
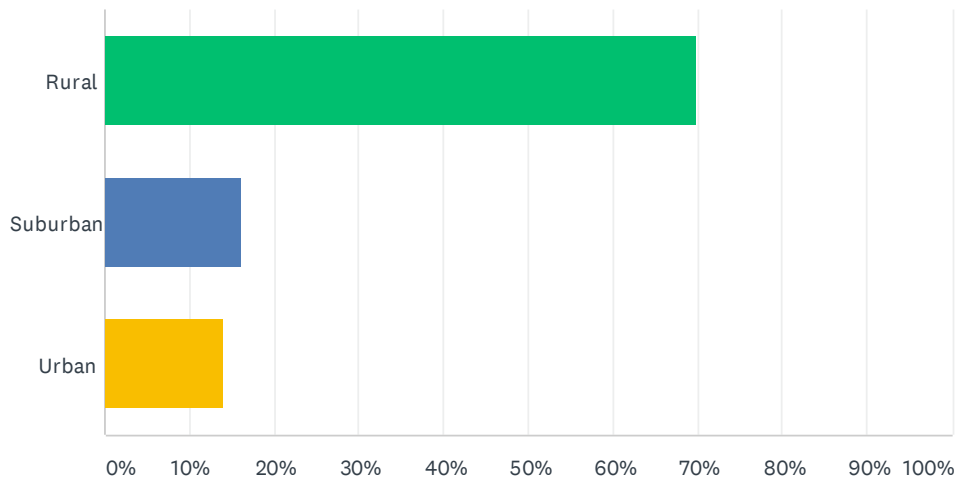
ANSWER CHOICES	RESPONSES	
Rural	69.92%	265
Suburban	16.09%	61
Urban	13.98%	53
TOTAL		379

Q3 Which of the following stakeholder groups best describes you?

Answered: 379   Skipped: 0
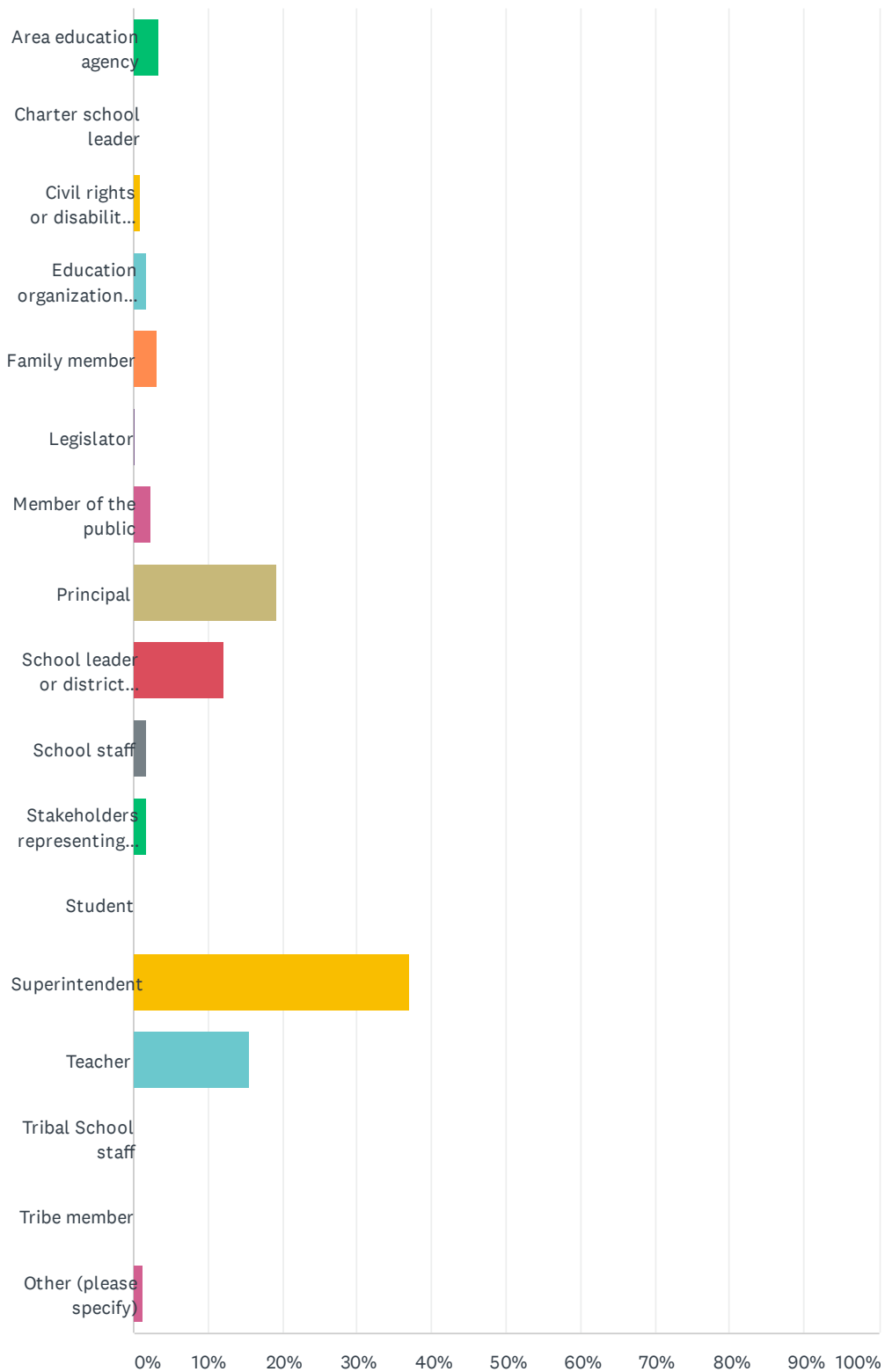
ARP ESSER Survey

ANSWER CHOICES	RESPONSES	
Area education agency	3.43%	13
Charter school leader	0.00%	0
Civil rights or disability rights organization	0.79%	3
Education organization or union	1.58%	6
Family member	3.17%	12
Legislator	0.26%	1
Member of the public	2.37%	9
Principal	19.26%	73
School leader or district administrator (e.g., special education administrator)	12.14%	46
School staff	1.58%	6
Stakeholders representing the interests of underserved students, youth, and children	1.58%	6
Student	0.00%	0
Superintendent	36.94%	140
Teacher	15.57%	59
Tribal School staff	0.00%	0
Tribe member	0.00%	0
Other (please specify)	1.32%	5
TOTAL		379

#	OTHER (PLEASE SPECIFY)	DATE
1	higher education	5/26/2021 2:03 PM
2	Retired Administrator	5/26/2021 10:23 AM
3	Retired teacher	5/26/2021 10:03 AM
4	Retired arts educator and current music Ed mentor and adjudicator	5/26/2021 9:43 AM
5	Father of graduating Special Education Special Needs Child and Freshman in Duel enrollment Tag 4.0 GPA child.	5/24/2021 9:08 PM

Q4 Progress and Promising Practices – Which of the following strategies do you believe have been most effective in supporting the needs of students in Iowa during the COVID-19 pandemic, especially for students most impacted (e.g., underrepresented student subgroups, students from low-income families, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migratory students)? (Please check the 3 most important)

Answered: 22   Skipped: 357
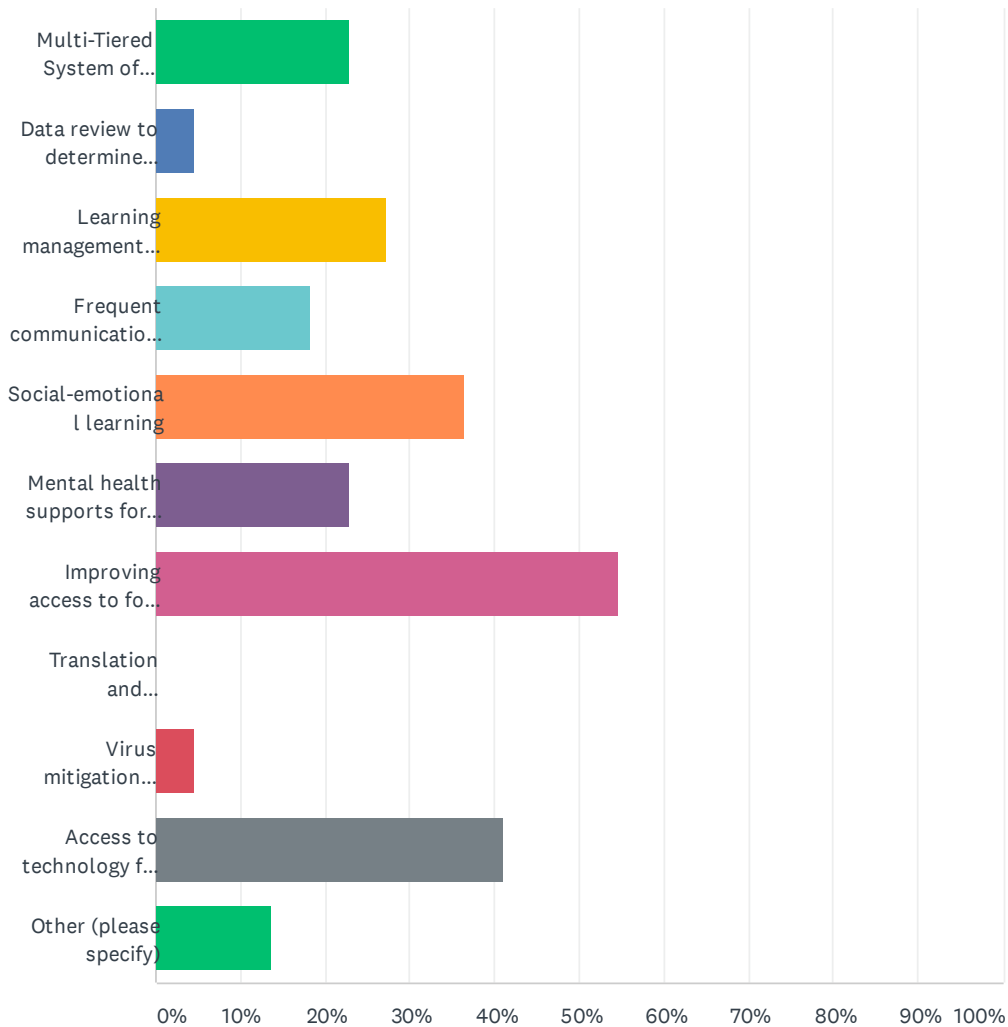
ANSWER CHOICES	RESPONSES	
Multi-Tiered System of Supports (MTSS)/Positive Behavioral Interventions and Supports (PBIS)	22.73%	5
Data review to determine unfinished learning needs of students	4.55%	1
Learning management systems to enable online learning	27.27%	6
Frequent communication and collaboration between home and school	18.18%	4
Social-emotional learning	36.36%	8
Mental health supports for students	22.73%	5
Improving access to food and nutrition resources for students	54.55%	12
Translation and interpretation services	0.00%	0
Virus mitigation strategies	4.55%	1
Access to technology for online learning (e.g., internet connectivity, devices)	40.91%	9
Other (please specify)	13.64%	3
Total Respondents: 22		

#	OTHER (PLEASE SPECIFY)	DATE
1	Funding for equal access for all students to music and art. Instruments for all secondary students involved in band and orchestra.	5/27/2021 6:48 PM
2	Fine arts instruction and performing groups	5/26/2021 10:21 AM
3	2.) IEP Accommodations that conflict with tele-education such as VTT & Text Readers makes least restrictive learning and learning with classes live impossible. 3. Providing actually funded, train, experienced, hardware and software resources, a local, regional, or state run office needs to be set up special Education was left partiality out do to tech support lapses.	5/24/2021 10:55 PM

Q5 Overall Priorities – Rank order the top issues facing students and schools as a result of or in response to the COVID-19 pandemic.

Answered: 22   Skipped: 357
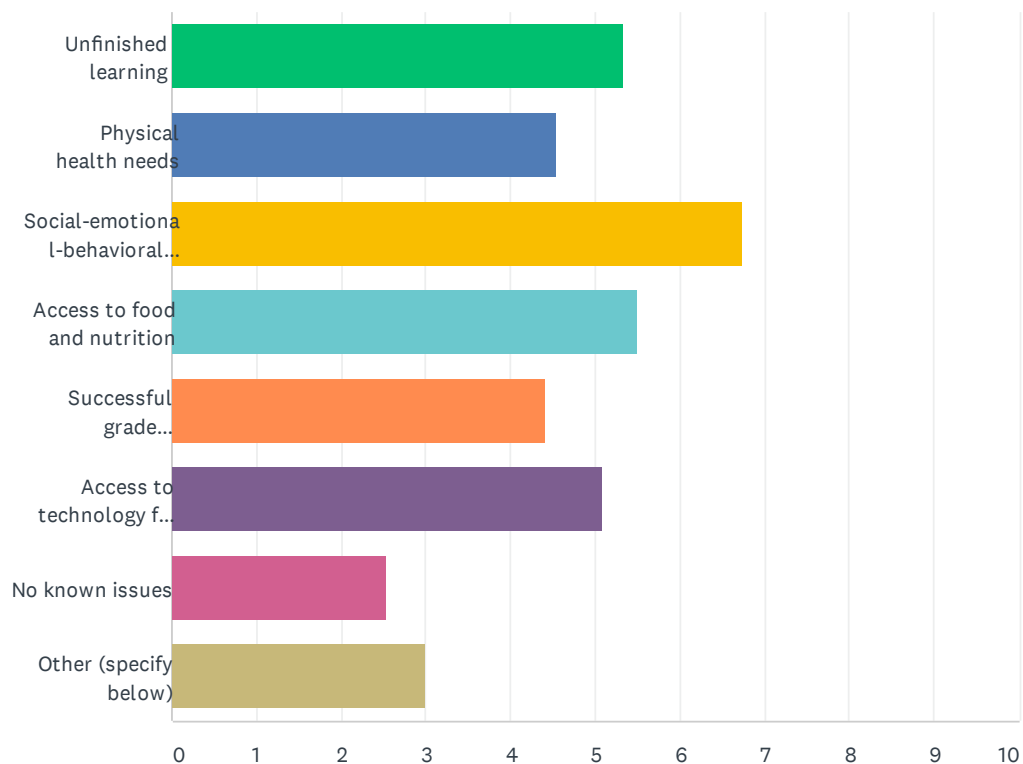
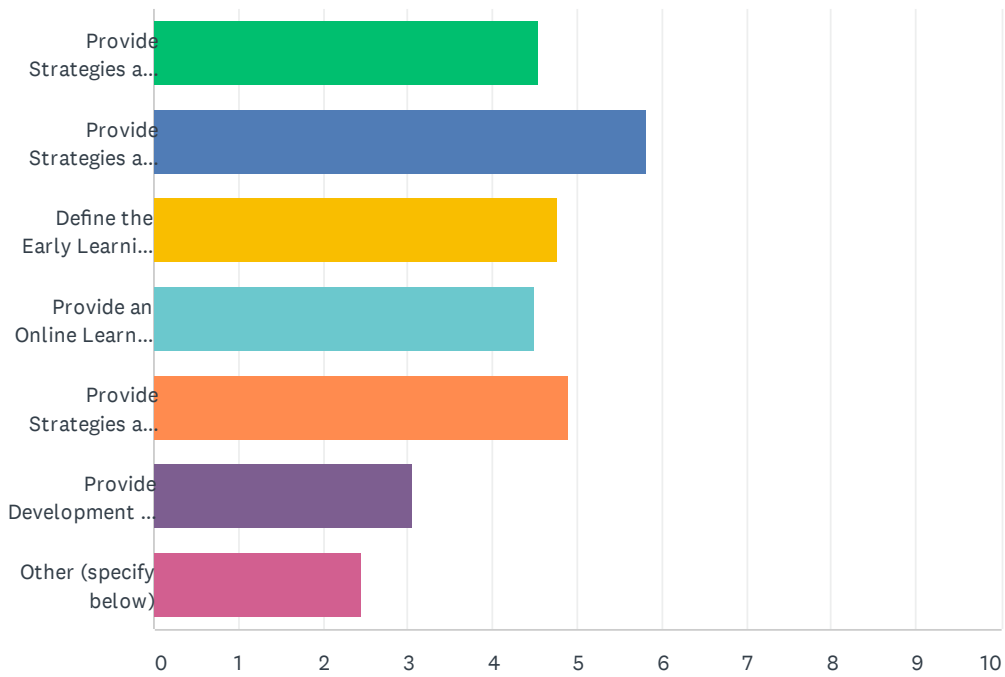|	1	2	3	4	5	6	7	8	N/A	TOTAL	SCORE
Unfinished learning	22.73% 5	13.64% 3	4.55% 1	13.64% 3	18.18% 4	18.18% 4	4.55% 1	0.00% 0	4.55% 1	22	5.33
Physical health needs	0.00% 0	22.73% 5	9.09% 2	22.73% 5	9.09% 2	27.27% 6	0.00% 0	9.09% 2	0.00% 0	22	4.55
Social-emotional-behavioral health needs (including mental health)	36.36% 8	22.73% 5	22.73% 5	13.64% 3	4.55% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	22	6.73
Access to food and nutrition	4.55% 1	9.09% 2	45.45% 10	22.73% 5	13.64% 3	0.00% 0	4.55% 1	0.00% 0	0.00% 0	22	5.50
Successful grade progression/credit accrual for graduation	4.55% 1	9.09% 2	9.09% 2	13.64% 3	36.36% 8	18.18% 4	9.09% 2	0.00% 0	0.00% 0	22	4.41
Access to technology for online learning (e.g., internet connectivity, devices)	22.73% 5	9.09% 2	9.09% 2	13.64% 3	13.64% 3	22.73% 5	9.09% 2	0.00% 0	0.00% 0	22	5.09
No known issues	4.55% 1	0.00% 0	0.00% 0	0.00% 0	4.55% 1	4.55% 1	36.36% 8	9.09% 2	40.91% 9	22	2.54
Other (specify below)	4.55% 1	13.64% 3	0.00% 0	0.00% 0	0.00% 0	4.55% 1	4.55% 1	36.36% 8	36.36% 8	22	3.00

Q6 If you added an other overall priority in the question above , please describe.   If you did not specify an other need area, this should be left blank.

Answered: 7   Skipped: 372

#	RESPONSES	DATE
1	Students need equal access to the arts. Funding is needed for instruments for students.	5/27/2021 6:48 PM
2	How districts can better communicate to parents setting up discussions to improve their childs learning potential	5/26/2021 10:53 AM
3	Child safety in the home environment.	5/26/2021 10:30 AM
4	Fine arts	5/26/2021 10:21 AM
5	Compensatory learning for students with IEPs	5/25/2021 9:40 AM
6	IEP Accommodations need special attention so Special Education & a specially those with Special needs can do their work live or during tele-education classes.	5/24/2021 10:55 PM
7	Communication with parents and respecting students	5/24/2021 10:33 PM

Q7 Identifying Needs of Students – What are Iowa's highest priority academic, social, emotional, and/or mental health needs for the remainder of this school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on students? Rank order the following state-level focus areas by order of importance.

Answered: 22   Skipped: 357

	1	2	3	4	5	6	7	N/A	TOTAL	SCORE
Provide Strategies and Coaching for Accelerating Learning – Establish a statewide network of accelerated learning innovation zones focused on supporting professional development and direct coaching of: 1) assessments to identify learner needs, 2) accelerated instruction in general content, 3) robust and intensive interventions, and 4) gap-closing instructional strategies and best practices for all students.	19.05% 4	4.76% 1	19.05% 4	19.05% 4	19.05% 4	9.52% 2	0.00% 0	9.52% 2	21	4.53
Provide Strategies and Coaching for Social-Emotional-Behavioral Health (SEBH) – Establish SEBH academies focused on developing the following knowledge and skills, coordinated with the accelerated learning innovation zones: 1) Youth Mental Health First Aid (YMHFA), 2) suicide prevention, 3) wrap-around services, 4) adult self-care and support networks, and 5) social-emotional learning competencies.	52.94% 9	17.65% 3	11.76% 2	0.00% 0	11.76% 2	5.88% 1	0.00% 0	0.00% 0	17	5.82
Define the Early Learning Through the Future Ready Continuum – Provide a framework for Iowa districts to understand the essential needs of students from early childhood through college and career.	4.76% 1	38.10% 8	23.81% 5	14.29% 3	9.52% 2	0.00% 0	9.52% 2	0.00% 0	21	4.76
Provide an Online Learning Content Exchange, Technology Access, and Support – Establish ongoing technology and online learning feedback loops in order to provide just-in-time solutions to identified needs (e.g., allocations to districts to support learning management systems of the district's choice,	10.00% 2	15.00% 3	15.00% 3	35.00% 7	25.00% 5	0.00% 0	0.00% 0	0.00% 0	20	4.50

|										
resources developed and training regarding accessibility and usability across technology solutions, communication, and collaboration tips and tricks.										
Provide Strategies and Coaching for Closing Achievement Gaps Beginning in Early Literacy – Re-establish a statewide focus on the importance of early literacy instruction and use of the state's early warning system to guide district practices. The best way to eliminate achievement gaps is to ensure they are not permitted to grow when students are still young.	25.00% 5	15.00% 3	20.00% 4	20.00% 4	10.00% 2	5.00% 1	5.00% 1	0.00% 0	20	4.90
Provide Development and Coaching for Leadership – Establish professional learning academies for district and school leaders focused on all of the priority areas.	0.00% 0	5.00% 1	15.00% 3	5.00% 1	25.00% 5	45.00% 9	0.00% 0	5.00% 1	20	3.05
Other (specify below)	5.88% 1	5.88% 1	0.00% 0	5.88% 1	0.00% 0	11.76% 2	35.29% 6	35.29% 6	17	2.45

Q8 If you added an other need area in the question above please describe. If you did not specify an other need area, this should be left blank.

Answered: 6   Skipped: 373

#	RESPONSES	DATE
1	Music programs need to be funded across urban areas so that students have access to an instrument to be in band or orchestra.	5/27/2021 6:48 PM
2	These stratagies seem to be old hat. Please step for out of the box by consulting with groups that are ansilary to, or even outside the educational community.	5/26/2021 10:53 AM
3	Home safety checks.	5/26/2021 10:30 AM
4	Arts Integration	5/26/2021 10:21 AM
5	Restore the availability and opportunities to arts programs greatly limited by covid	5/26/2021 10:09 AM
6	Provide Technical training, coaching, and support for all Teachers, Librarians, Principals, and School staff that interact with students. 1.) Teachers that teach specialist classes and those with students with IEP accommodations requiring special software be trained and certified to train those softwares.	5/24/2021 10:55 PM

Q9 Understanding the Impact of the COVID-19 Pandemic – How can the Department best support districts in identifying the extent of COVID-19's impact on student learning and student and educator well-being, including identifying the groups of students most impacted by the pandemic? (check all that apply)

Answered: 22   Skipped: 357
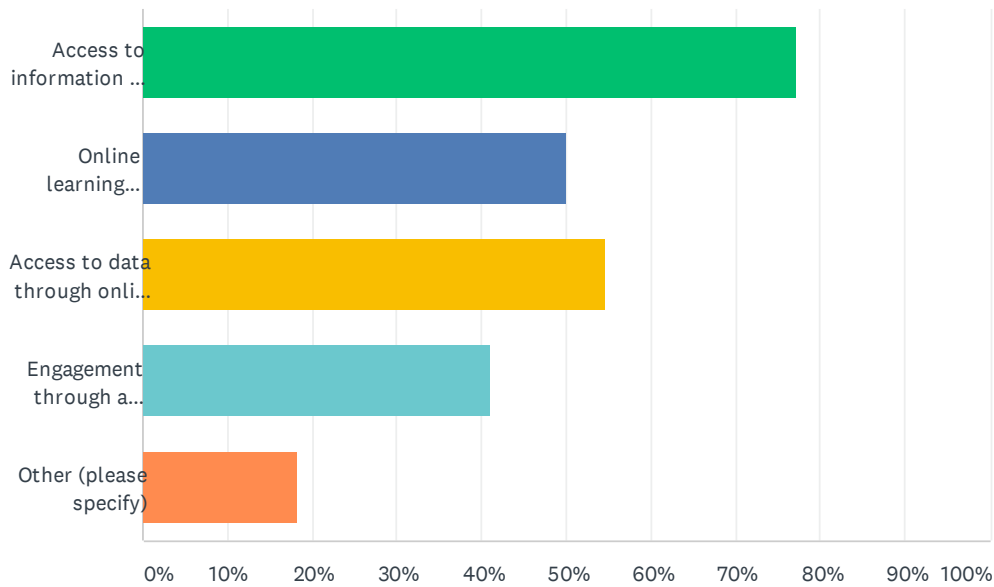
ANSWER CHOICES	RESPONSES	
Access to information and resources	77.27%	17
Online learning opportunities (e.g., webinars, videos, asynchronous learning/training)	50.00%	11
Access to data through online data systems with reports	54.55%	12
Engagement through a statewide professional learning network	40.91%	9
Other (please specify)	18.18%	4
Total Respondents: 22		

#	OTHER (PLEASE SPECIFY)	DATE
1	Access to arts programming regardless of family economic status	5/27/2021 6:48 PM
2	Data collection methods districts can use successfully.	5/26/2021 10:53 AM
3	Provide technical support to all districts. The Department needs do a mandatory inspection and review of online procedures and accessibility for a students.	5/24/2021 10:55 PM
4	Survey to parents telling their experience	5/24/2021 10:33 PM

Q10 Which student groups do you believe have been most impacted by 2020-21 COVID-19 school closures? (check all that apply)

Answered: 22   Skipped: 357
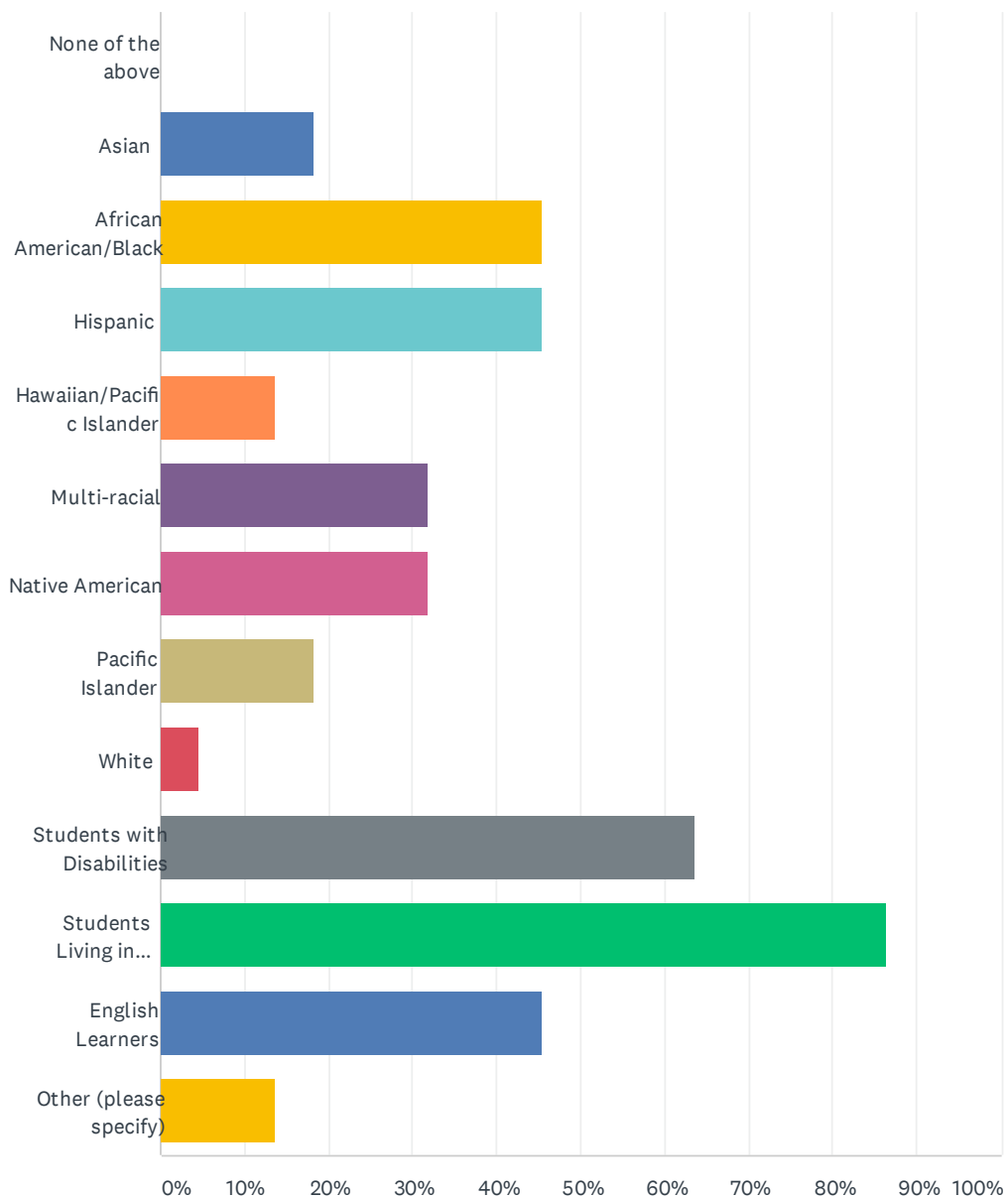
ARP ESSER Survey

ANSWER CHOICES	RESPONSES	
None of the above	0.00%	0
Asian	18.18%	4
African American/Black	45.45%	10
Hispanic	45.45%	10
Hawaiian/Pacific Islander	13.64%	3
Multi-racial	31.82%	7
Native American	31.82%	7
Pacific Islander	18.18%	4
White	4.55%	1
Students with Disabilities	63.64%	14
Students Living in Poverty	86.36%	19
English Learners	45.45%	10
Other (please specify)	13.64%	3
Total Respondents: 22		

| #	OTHER (PLEASE SPECIFY)	DATE
1	All of the above have been impacted	5/27/2021 6:48 PM
2	all of the above	5/26/2021 9:36 AM
3	Students in Special Education programs, (Special Need, Dule Enrollment, those w/ IEP accommodations that didn't allow for completing or doing work while tele-education was in session	5/24/2021 10:55 PM

Q11 Support for Districts – How can the Department best support districts in sustaining the safe operation of schools?

Answered: 13   Skipped: 366

#	RESPONSES	DATE
1	Unify messaging, support technology needs, support translation, provide training on new/emerging mental health needs.	5/28/2021 1:00 PM
2	By providing resources so teachers can understand how to work with students who have been emotionally and educationally challenged by the pandemic.	5/26/2021 1:11 PM
3	I believe you are already doing a fine job of information dissemination and analytical discussions leading to best use of that information.	5/26/2021 10:53 AM
4	Appropriate funding for districts to hire more staff in the counseling and support areas.	5/26/2021 10:30 AM
5	Do not punish districts for decisions made in the best interest of students	5/26/2021 10:21 AM
6	Allow local boards to determine safe health policies by local statistics- NOT a politically charged law for state no mask mandate from the governor Persist in acquiring higher funding increases for education	5/26/2021 10:09 AM
7	Allow local school boards to make decisions.	5/25/2021 9:05 PM
8	Fully fund special education services to increase pay and training for para educators and to provide consistent supports for students as outlined in IEPs	5/25/2021 9:40 AM
9	Funding to work with community partners to provide support above and beyond what is normally provided.	5/25/2021 8:21 AM
10	Talk the Department's rule book and throw it out. Then, rewrite it the book where it has any loop holes from old writings or versions. District personnel abuse these rule loop hole. This makes unsafe and unfair learning environments.	5/24/2021 10:55 PM
11	Respecting parents that choose to keep their families safe would be a great place to start. Training staff to be better supporters of their students and not dismiss them. Not prioritizing standardized tests and mandating that would've been nice as well. It showed a disregard to the already overwhelmed staff and the students.	5/24/2021 10:33 PM
12	Requiring in-person learning as an option for students.	5/24/2021 4:49 PM
13	Making investments in community organizations that can help the district reach students	5/24/2021 4:21 PM

Q12 Progress and Promising Practices – Which of the following strategies do you believe have been most effective in supporting the needs of students in Iowa during the COVID-19 pandemic, especially for students most impacted (e.g., underrepresented student subgroups, students from low-income families, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migratory students)? (Please check the 3 most important)

Answered: 231   Skipped: 148
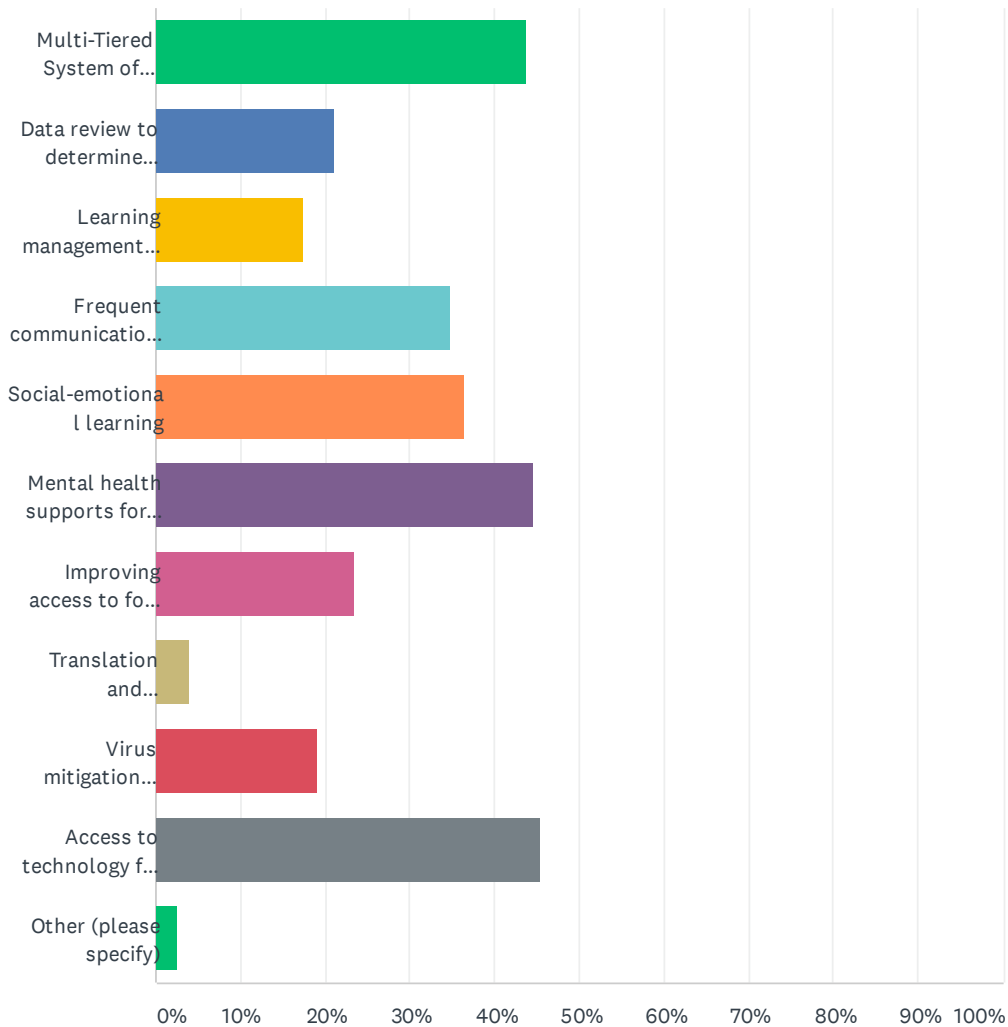
ANSWER CHOICES	RESPONSES	
Multi-Tiered System of Supports (MTSS)/Positive Behavioral Interventions and Supports (PBIS)	43.72%	101
Data review to determine unfinished learning needs of students	21.21%	49
Learning management systems to enable online learning	17.32%	40
Frequent communication and collaboration between home and school	34.63%	80
Social-emotional learning	36.36%	84
Mental health supports for students	44.59%	103
Improving access to food and nutrition resources for students	23.38%	54
Translation and interpretation services	3.90%	9
Virus mitigation strategies	19.05%	44
Access to technology for online learning (e.g., internet connectivity, devices)	45.45%	105
Other (please specify)	2.60%	6
Total Respondents: 231		

#	OTHER (PLEASE SPECIFY)	DATE
1	The ability to impeach and remove a governor aligning herself with a possible 2024 presidential candidate for a pathway for herself to the white house as a Vice Presidential candidate.	5/28/2021 8:25 AM
2	Reducing Class size/Adding teachers	5/25/2021 10:47 AM
3	Iowa's plan is ineffective at meeting student needs	5/25/2021 9:43 AM
4	Teachers using a lot of the above strategies. Teachers reaching out to students and parents. Teachers working with kids to get them up to speed	5/25/2021 9:07 AM
5	Having students in the classroom face-to-face with their teachers	5/25/2021 7:47 AM
6	Offering in person learning throughout the entire school year	5/24/2021 4:33 PM

Q13 Overall Priorities – Rank order the top issues facing students and schools as a result of or in response to the COVID-19 pandemic.

Answered: 231   Skipped: 148
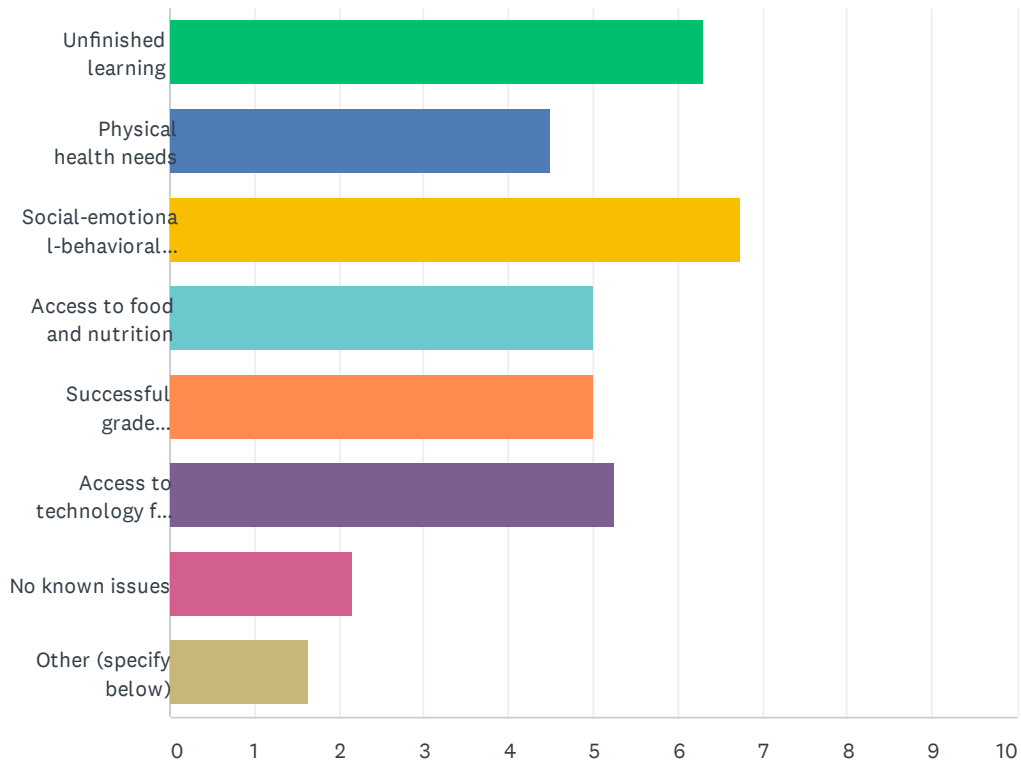
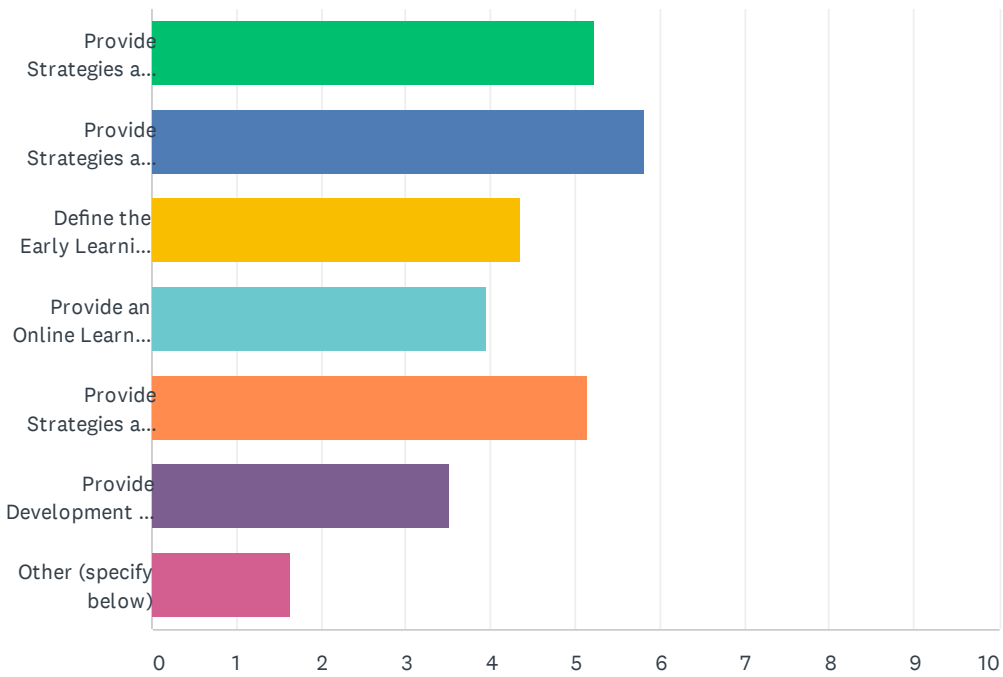|	1	2	3	4	5	6	7	8	N/A	TOTAL	SCORE
Unfinished learning	28.57% 66	27.27% 63	15.15% 35	10.39% 24	12.12% 28	4.33% 10	1.73% 4	0.00% 0	0.43% 1	231	6.30
Physical health needs	1.73% 4	10.82% 25	15.15% 35	14.72% 34	23.38% 54	28.14% 65	3.03% 7	0.43% 1	2.60% 6	231	4.50
Social-emotional-behavioral health needs (including mental health)	45.89% 106	20.78% 48	12.55% 29	8.66% 20	7.36% 17	4.33% 10	0.00% 0	0.43% 1	0.00% 0	231	6.74
Access to food and nutrition	6.93% 16	10.82% 25	16.88% 39	23.81% 55	20.78% 48	17.32% 40	0.87% 2	0.00% 0	2.60% 6	231	5.01
Successful grade progression/credit accrual for graduation	6.93% 16	16.02% 37	15.15% 35	18.61% 43	18.61% 43	22.08% 51	1.30% 3	0.00% 0	1.30% 3	231	5.01
Access to technology for online learning (e.g., internet connectivity, devices)	7.79% 18	13.42% 31	24.24% 56	22.94% 53	15.15% 35	14.29% 33	1.73% 4	0.00% 0	0.43% 1	231	5.26
No known issues	1.30% 3	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4.76% 11	35.50% 82	5.63% 13	52.81% 122	231	2.15
Other (specify below)	0.87% 2	0.87% 2	0.87% 2	0.00% 0	0.43% 1	1.30% 3	4.76% 11	28.57% 66	62.34% 144	231	1.64

Q14 If you added an other overall priority in the question above, please describe. If you did not specify an other need area, this should be left blank.

Answered: 24   Skipped: 355

#	RESPONSES	DATE
1	Support for staff	5/28/2021 9:51 AM
2	Fully fund education in the state of Iowa to facilitate increases in salaries for education.	5/28/2021 8:25 AM
3	Actual building quality, HVAC and ventilation, lack of building improvement for safe health environment for learning.	5/27/2021 6:52 PM
4	Access to fine arts opportunities	5/26/2021 8:16 PM
5	quality before/after school care	5/26/2021 3:23 PM
6	Division between republicans and democrats in our state and federal legislatures with republicans doing whatever they want just because they can.	5/26/2021 10:40 AM
7	Criteria for holding students accountable if they chose to learn from home this year.	5/26/2021 9:43 AM
8	Na	5/26/2021 9:39 AM
9	We have seen a dramatic increase in mental health issues, especially in our middle school students.	5/26/2021 8:58 AM
10	Executive Functioning Skills	5/26/2021 4:19 AM
11	N/A	5/25/2021 3:55 PM
12	Inability of HS / MS staff to accommodate, engage, and build relationships with students	5/25/2021 2:15 PM
13	I selected the last two because the survey forces me to select these.	5/25/2021 2:13 PM
14	"COVID" Safe Recreation	5/25/2021 1:53 PM
15	NA	5/25/2021 1:11 PM
16	na	5/25/2021 12:45 PM
17	Parents in need of childcare due to school closures and quarantine.	5/25/2021 8:52 AM
18	Financial stability of the school as we lost 20 students to homeschooling. Couple this with the future loss in funding for operational sharing and this district's finances become unstable.	5/25/2021 7:57 AM
19	Our High School At-Risk students have been impacted the most, we have not had great success in getting them re-engaged and we are worried this will be the case next year as well.	5/25/2021 7:51 AM
20	NA	5/25/2021 7:50 AM
21	Access to housing and care	5/24/2021 4:54 PM
22	N/A	5/24/2021 4:50 PM
23	NA	5/24/2021 4:22 PM
24	The divisive nature of our current society has created a blaming mentality that impairs grit.	5/24/2021 4:17 PM

Q15 Identifying Needs of Underserved Students – What are Iowa's highest priority academic, social, emotional, and/or mental health needs for the remainder of this school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on students? Rank order the following state-level focus areas by order of importance.

Answered: 226   Skipped: 153

	1	2	3	4	5	6	7	N/A	TOTAL	SCORE
Provide Strategies and Coaching for Accelerating Learning – Establish a statewide network of accelerated learning innovation zones focused on supporting professional development and direct coaching of: 1) assessments to identify learner needs, 2) accelerated instruction in general content, 3) robust and intensive interventions, and 4) gap-closing instructional strategies and best practices for all students.	25.98% 53	21.57% 44	16.18% 33	16.67% 34	11.76% 24	3.92% 8	0.00% 0	3.92% 8	204	5.22
Provide Strategies and Coaching for Social-Emotional-Behavioral Health (SEBH) – Establish SEBH academies focused on developing the following knowledge and skills, coordinated with the accelerated learning innovation zones: 1) Youth Mental Health First Aid (YMHFA), 2) suicide prevention, 3) wrap-around services, 4) adult self-care and support networks, and 5) social-emotional learning competencies.	39.90% 83	26.92% 56	16.83% 35	8.17% 17	1.44% 3	3.85% 8	0.96% 2	1.92% 4	208	5.82
Define the Early Learning Through the Future Ready Continuum – Provide a framework for Iowa districts to understand the essential needs of students from early childhood through college and career.	8.37% 18	8.84% 19	24.65% 53	26.98% 58	18.14% 39	7.91% 17	0.00% 0	5.12% 11	215	4.35
Provide an Online Learning Content Exchange, Technology Access, and Support – Establish ongoing technology and online learning feedback loops in order to provide just-in-time solutions to identified needs (e.g., allocations to districts to support learning management systems of the district's choice,	6.57% 14	11.74% 25	12.68% 27	23.00% 49	21.13% 45	18.31% 39	0.94% 2	5.63% 12	213	3.95

resources developed and training regarding accessibility and usability across technology solutions, communication, and collaboration tips and tricks.

|										
Provide Strategies and Coaching for Closing Achievement Gaps Beginning in Early Literacy – Re-establish a statewide focus on the importance of early literacy instruction and use of the state's early warning system to guide district practices. The best way to eliminate achievement gaps is to ensure they are not permitted to grow when students are still young.	20.98% 43	29.76% 61	16.10% 33	10.73% 22	14.15% 29	6.34% 13	0.00% 0	1.95% 4	205	5.14
Provide Development and Coaching for Leadership – Establish professional learning academies for district and school leaders focused on all of the priority areas.	4.13% 9	5.96% 13	15.14% 33	14.22% 31	25.69% 56	27.98% 61	1.38% 3	5.50% 12	218	3.51
Other (specify below)	2.41% 4	1.20% 2	0.00% 0	0.00% 0	0.60% 1	0.60% 1	30.72% 51	64.46% 107	166	1.63

Q16 If you added an other need area in the question above, please describe. If you did not specify an other need area, this should be left blank.

Answered: 19   Skipped: 360

#	RESPONSES	DATE
1	Districts across the state of Iowa have successfully proven we can manage online learning. More efficacy in learning occurs in online learning on snow days than occurs a week or two into June. Arbitrarily making decision about not allowing snow days to occur as online learning is remiss. These days are NOT ideal, however, they do supersede the learning that ultimately doesn't take place in June. Additionally, high school seniors benefit from be a part of the learning by allowing snow days to be online learning days.	5/28/2021 8:25 AM
2	You need to hire professionals to help do NOT just give teachers a one hoiur PD and tell them to deal with the problems. HIRE MORE PEOPLE AND GOVE US MORE MONEY OR WE WALK. Teachers are leaving already.	5/27/2021 9:16 AM
3	Provide learning management systems training by people who have used the LMS successfully for at least two years	5/26/2021 8:16 PM
4	Stop piling on more expectations. Let teachers focus on teaching..	5/26/2021 10:56 AM
5	Na	5/26/2021 9:39 AM
6	I would have put provide development and coaching for leadership if we were talking about the governor and learning collaboration with DE officials.	5/26/2021 9:20 AM
7	Mental Health issues have been a concern of ours all eyar.	5/26/2021 8:58 AM
8	na	5/26/2021 6:02 AM
9	Establish framework to facilitate an understanding of executive functioning skills and grade-level benchmarks & strategies to strengthen such skills for all students while also providing educational opportunities for families to support the effort.	5/26/2021 4:19 AM
10	Keep the governor out of school business. Schools must get local control back. The governor has no idea what the needs are for schools.	5/25/2021 9:10 PM
11	N/A	5/25/2021 3:55 PM
12	NA	5/25/2021 1:11 PM
13	We need local control without stipulations. Relaxing of regulations and policies would be helpful. Tying money and resources to specific things limits what our local priorities are in our situations.	5/25/2021 9:42 AM
14	Fully funded afterschool programming for ALL kids. k-3 at least.	5/25/2021 8:52 AM
15	Diversity, Equity, and Inclusion Training for Staff	5/25/2021 8:10 AM
16	Students need to feel safe before they can learn	5/24/2021 5:12 PM
17	Provide support to English Language Learners	5/24/2021 4:54 PM
18	N/A	5/24/2021 4:33 PM
19	NA	5/24/2021 4:22 PM

Q17 Understanding the Impact of the COVID-19 Pandemic – How can the Department best support districts in identifying the extent of COVID-19's impact on student learning and student and educator well-being, including identifying the groups of students most impacted by the pandemic? (check all that apply)

Answered: 231   Skipped: 148
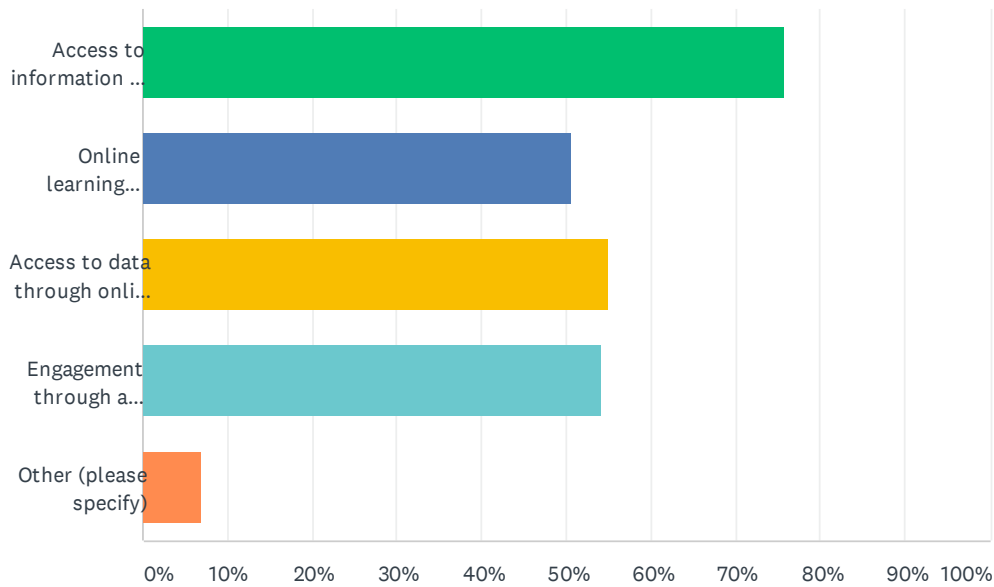
ANSWER CHOICES	RESPONSES	
Access to information and resources	75.76%	175
Online learning opportunities (e.g., webinars, videos, asynchronous learning/training)	50.65%	117
Access to data through online data systems with reports	54.98%	127
Engagement through a statewide professional learning network	54.11%	125
Other (please specify)	6.93%	16
Total Respondents: 231		

| #	OTHER (PLEASE SPECIFY)	DATE
1	All of these things are important, but when the Governor is not focusing on science, and only on her political career, it is hard to believe this will matter. The data will be skewed to match her agenda.	5/28/2021 8:25 AM
2	Give teachers time & support, including financial, to learn and deal with new management & technologies. Most teachers were just thrown into new distance and hybrid learning models with no/little training or support. They often had to double or triple preparation time, and finance what they needed for distance education themselves.	5/27/2021 12:49 PM
3	HIRE MORE PROFESSIONALS	5/27/2021 9:16 AM
4	Teachers had a front row seat to see the impact. We can tailor our support specifically to our students.	5/26/2021 10:56 AM
5	Get rid of the governor influence. She has destroyed public education	5/25/2021 9:10 PM

6	Providing diagnostic assessments to districts.	5/25/2021 12:37 PM
7	funds to provide more staff to reduce class sizes	5/25/2021 9:48 AM
8	Allowing schools to develop a response tailored to their students' needs - not a "top down" one-size-fits-all model	5/25/2021 9:43 AM
9	Teachers, Admins, etc. have been overburden with webinars, meetings, policies, etc. Remove the red tape and let us get back to teaching and leading at is core. For example, the free meals for students is a wonderful idea, but to pull overtaxed people for more webinars and reports hinders educational leaders from making the impact they are supposed to be focused on.	5/25/2021 9:42 AM
10	resources and funds to be able to tailor what we need for our district to our needs.	5/25/2021 9:07 AM
11	Reducing "red tape" and procedural challenges so teachers can spend time teaching.	5/25/2021 8:52 AM
12	Adjust funding streams to allow for more staffing for remediation.	5/25/2021 8:19 AM
13	Support districts and student learning, not the governors agenda.	5/25/2021 7:41 AM
14	Build educator networks exchanging, creating and developing best practices	5/24/2021 4:54 PM
15	Students with disabilities and students with behaviors such as poverty are very behind academically and behaviorally	5/24/2021 4:40 PM
16	Talk to the kids and the teachers.	5/24/2021 4:17 PM

Q18 Which student groups do you believe have been most impacted by 2020-21 COVID-19 school closures? (check all that apply)

Answered: 228   Skipped: 151
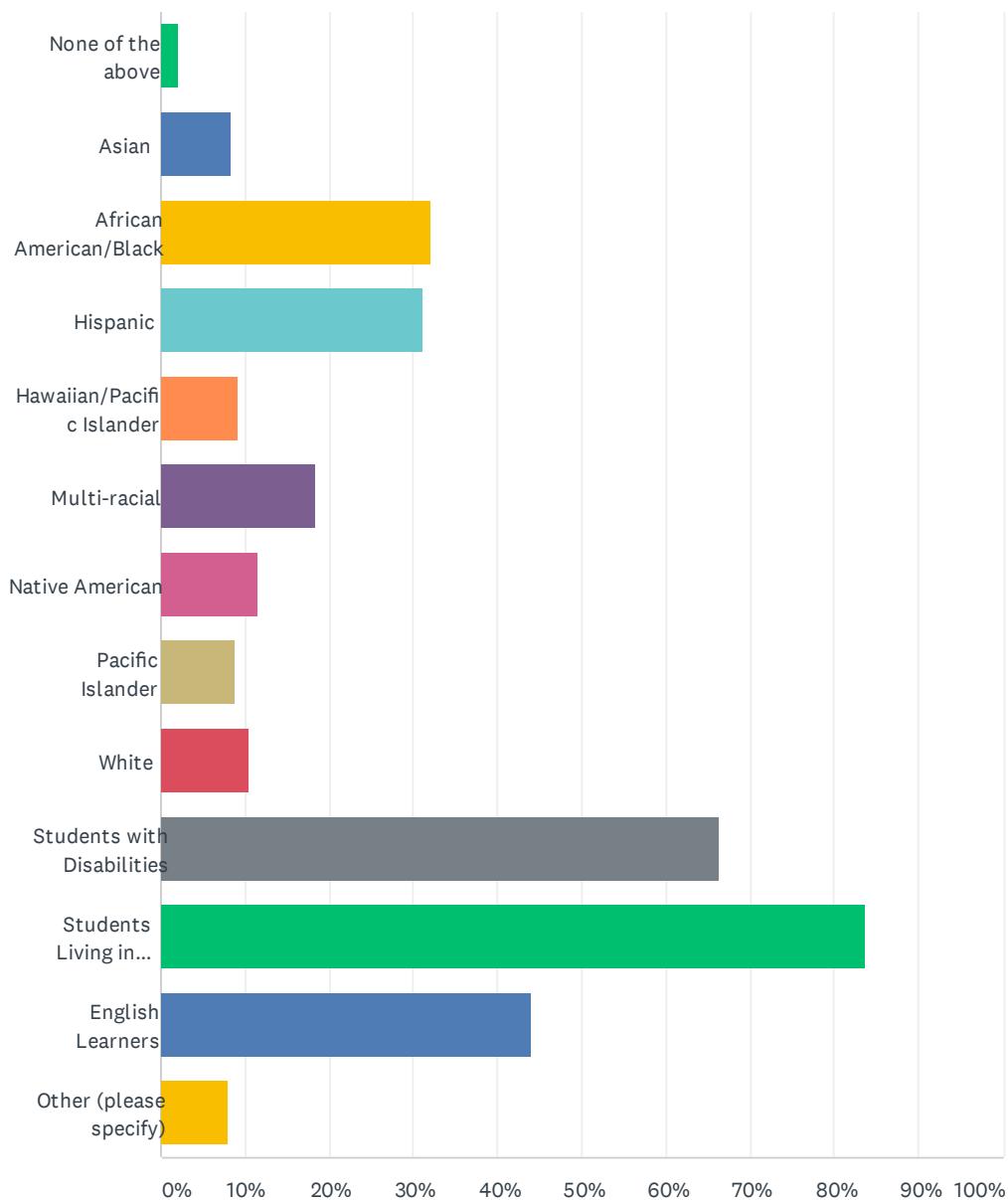
ANSWER CHOICES	RESPONSES	
None of the above	2.19%	5
Asian	8.33%	19
African American/Black	32.02%	73
Hispanic	31.14%	71
Hawaiian/Pacific Islander	9.21%	21
Multi-racial	18.42%	42
Native American	11.40%	26
Pacific Islander	8.77%	20
White	10.53%	24
Students with Disabilities	66.23%	151
Students Living in Poverty	83.77%	191
English Learners	43.86%	100
Other (please specify)	7.89%	18
Total Respondents: 228		

#	OTHER (PLEASE SPECIFY)	DATE
1	Students with immuno deficiencies.	5/27/2021 9:16 AM
2	Students in schools that made decisions weighting the risks of covid higher than the risks of isolation and disruption of education.	5/26/2021 10:56 AM
3	I would say all groups. In our school building, we are mostly white with a view African American.	5/26/2021 9:22 AM
4	All of the above, to varying degrees but at-risk students have been significantly impacted not only by the closures but hybrid, in-person & the inconsistency from public health officials.	5/26/2021 4:19 AM
5	Students with significant health issues or pre exisiting conditions	5/25/2021 3:02 PM
6	I believe ALL students have been impacted by the 20-21 Covid-19 school closures - this isn't a matter of one group more than another.	5/25/2021 2:13 PM
7	Remote learning students	5/25/2021 11:05 AM
8	students with undiagnosed mental health needs	5/25/2021 10:40 AM
9	Students Living in Poverty or low SES, for all ethnic groups, has been the most impacted.	5/25/2021 10:12 AM
10	Students with limited access to the internet.	5/25/2021 9:14 AM
11	Those that are socioeconomically low. Those that are in single parent house holds. Those from home lives that are impacted by drugs and other problems. Covid seems to have exasperated the problems in these households.	5/25/2021 9:07 AM
12	ANY student that didn't have a parent home with them to supervise remote learning.	5/25/2021 8:52 AM
13	Any student who was lived in households where the parent was non-english speaking and the school was not in session everyday. All students were dramatically impacted by not being in school. Our data illustrates this, it had nothing to do with race. The inability to be with an instructor greatly impacted all students.	5/25/2021 8:41 AM
14	Students learning remotely who wanted to learn in-person.	5/25/2021 8:10 AM
15	We are seeing all groups of student being impacted greatly.	5/25/2021 8:01 AM

16	Looking at our local data, we feel that no specific group has been impacted greater than another	5/25/2021 7:47 AM
17	We never closed during the 2020-21 school year	5/24/2021 9:03 PM
18	all	5/24/2021 4:54 PM

Q19 Support for Districts – How can the Department best support districts in sustaining the safe operation of schools?

Answered: 107   Skipped: 272

#	RESPONSES	DATE
1	Ongoing support (empathy and grace)....Not that the legislature has any of that for public schools. Punishment for public schools seems to be the state's mantra at the moment.	5/31/2021 10:44 PM
2	It is important to continue support for sanitizing schools and for allowing class sizes to be smaller.	5/29/2021 5:57 PM
3	Funding, guidance, and resources	5/28/2021 9:51 AM
4	Additionally, fully fund education in the state of Iowa. One time money is helpful, however, a pathway to sustainable funding of school districts would be the correct pathway to improvement. Rather than quiveling over money when the state has a surplus, fully fund education and give back local control. Additionally, using students as pawns, because the Governor is targeting one district or one superintendent, is reprehensible! Impeach and remove the Governor.	5/28/2021 8:25 AM
5	Allow reallocation of funds to areas needing support (certain funds do not necessarily need to used for just one thing - allow crossover discretionary spending for a designated time)	5/27/2021 9:45 PM
6	Give them flexibility for what is right for their district, eliminate some of the restrictive new mandates, provide the funding and resources schools need to provide equitable education, despite the poverty vs. Affluent communities.	5/27/2021 6:52 PM
7	Help with resources that come directly to classrooms, and with management strategies including one-on-one help for classes that are crowded and have no opportunity to follow best practices for health & safety.	5/27/2021 12:49 PM
8	Providing cleaning products	5/27/2021 9:18 AM
9	HIRE MORE TEACHERS AND STAFF WE ARE SEVERELY UNDER STAFFED	5/27/2021 9:16 AM
10	Funds for improved ventilation within buildings.	5/26/2021 9:31 PM
11	This ship has sailed. Masks were our number one mitigation strategy at the elementary level and those kids cannot be vaccinated	5/26/2021 8:16 PM
12	We need funding for counselors and social workers. These students lives have been Impacted terribly and we need to help all of these students. We need resources so we can help all students and their families.	5/26/2021 4:11 PM
13	We don't need support.	5/26/2021 2:02 PM
14	Funds for technology and building upgrades	5/26/2021 1:37 PM
15	reasonable guidance with appropriate timelines	5/26/2021 1:20 PM
16	Provide local districts advanced notice of policy changes to permit the development of implementation plans.	5/26/2021 1:00 PM
17	More notice when changing rules and/or requirements. We need time to plan and implement.	5/26/2021 12:54 PM
18	Providing funds for instrumental music groups to have enough instruments that they no longer have to share school-owned, shared instruments.	5/26/2021 11:26 AM
19	Timely information to districts	5/26/2021 11:11 AM
20	Prioritize teacher time with students in the classroom. Support stability in the family unit. Denounce social violence. Call out misinformation in the news. Kids don't have to be traumatized by the time they get to school.	5/26/2021 10:56 AM
21	Get the legislature to allow for local control instead of micromanaging schools with new legislation.	5/26/2021 10:40 AM

22	Allow districts to apply their own local authority regarding appropriate safety protocols rather than having it come from the state government.	5/26/2021 10:13 AM
23	Allow us the opportunity to use Relief funds where we see the most need. Don't make us jump through hoops to get it.	5/26/2021 10:03 AM
24	Provide and support social-emotional learning, mental health assistance and behavioral supports.	5/26/2021 9:57 AM
25	Give flexibility and local decision making; mandating that masks must be optional before school is out really ham-strings the mitigation efforts we've put in place all year; we worked hard and were in-person five-days a week all year and our school board was frustrated that those efforts were (at least in perception) negated in the final two weeks of school	5/26/2021 9:51 AM
26	Continue supporting financially. Public schools need financial support.	5/26/2021 9:43 AM
27	The Department should support schools when the school issues guidelines for safe operations. Different schools well have different needs based on enrollment and temporary circumstances, and the department should support schools in using guidelines based on those needs.	5/26/2021 9:39 AM
28	Provide resources and support	5/26/2021 9:36 AM
29	Let school districts maintain local control of safety protocols during a pandemic.	5/26/2021 9:34 AM
30	Allow local control to remain in place; advocate for the reversal of recent legislative actions. Elected local school boards are in place for reason - they can best determine the needs of their populations, while still functioning within the parameters and standards outlined by the Iowa Department of Education.	5/26/2021 9:27 AM
31	Continue to support the process of good communication between the DE and the governor.	5/26/2021 9:20 AM
32	If Covid number increase in the future advocate for mask wearing for all parties involved.	5/26/2021 8:58 AM
33	Providing more money.	5/26/2021 7:29 AM
34	Reduce reporting requirements, and mandated reports. We spent more time doing this type of thing than we need to which takes time away from our real jobs.	5/26/2021 6:02 AM
35	Give decision-making back to local districts.	5/26/2021 4:19 AM
36	Financial Support and continued guidance, as you have been providing.	5/25/2021 7:37 PM
37	Allow districts time to recover (at least a year) before using the state assessment to assign a federal label - targeted, etc on schools.	5/25/2021 3:55 PM
38	Local control - we know our needs and how do best serve our constituents. Tools, resources, learning through the IDOE will help us make decisions, but don't tie our hands and make decisions for us.	5/25/2021 3:46 PM
39	Provide resources and ongoing training	5/25/2021 3:18 PM
40	Making decisions based on what is best for students with direct input from those on the front lines with students (teachers, administrators, school counselors, support staff) and not allowing political agendas to drive decisions.	5/25/2021 3:13 PM
41	Less bureaucracy, more replies to questions via email and phone calls	5/25/2021 3:02 PM
42	Continue to allow local control.	5/25/2021 2:24 PM
43	Get a consistent message from our state government in regards to public health, mask mandates, etc. I felt like we were kicked in the teeth by the governor and legislature during the last weeks by making masks illegal after working hard to keep kids in school all year.	5/25/2021 2:17 PM
44	Funding for additional school counselors and for serving students needing interventions to help improve areas (math/reading/writing) and help them get caught up to grade level.	5/25/2021 2:13 PM
45	Continue to communicate guidance	5/25/2021 1:11 PM
46	Provide information in a timely manner. Stop sending out COVID notices on Friday at 2:30pm. Giving districts some opportunity to respond to new information before public release.	5/25/2021 1:06 PM
47	Clear directions, needs in response to COVID	5/25/2021 1:05 PM
48	Continue to support the growing needs of individual school districts moving forward	5/25/2021 12:45 PM

| 49	Promote local decision-making.	5/25/2021 11:28 AM
50	Give us some latitude with spending the federal COVID money.	5/25/2021 11:09 AM
51	Continue of funding usage flexibility for local schools to do as needed.	5/25/2021 11:05 AM
52	Nothing at this time.	5/25/2021 10:51 AM
53	Local control and identification of local needs, access to research-supported interventions and models for all districts	5/25/2021 10:40 AM
54	Let us focus on the work and not get caught up with weekly changes. We know what we need to do...let us do it.	5/25/2021 10:30 AM
55	Provide support when schools ask for assistance and allow local control when possible.	5/25/2021 10:12 AM
56	Provide guidance to school districts that is consistent with the Iowa Department of Health.	5/25/2021 9:53 AM
57	Allow for local control in dealing with issues.	5/25/2021 9:51 AM
58	funds to provide more staff to reduce class sizes	5/25/2021 9:48 AM
59	Elect a new governor who knows and cares about how schools actually operate	5/25/2021 9:43 AM
60	Continued guidance on law changes, but fight to remove the extra reports, trainings, webinars, etc. All of these additional reporting (not just COVID related) for accountability is bureaucratic nightmare. Also, the most important thing is that not all schools handled this the same. We were open and in-person all year. During the closure we had a great turnout for voluntary online learning. Our learning loss was negligible to non-existent. Sometimes it's hard to come to understand why we have to jump through these additional hoops when we did things with an educational focus to begin with.	5/25/2021 9:42 AM
61	Provide up to date information on safe operation procedures.	5/25/2021 9:37 AM
62	Create a climate for shared conversations and problem solving including parents. Support EC/Child care in these conversations also including child care centers and child care homes.	5/25/2021 9:04 AM
63	Advocate for school districts as they work towards returning to normal....their could be some more bumps in the road and districts need flexibility, grace and local control that is not taken away a few weeks down the road after an initial decision was made.	5/25/2021 8:56 AM
64	Support for HVAC upgrades, after school programming, intervention services during the school day, and class size reduction. NOT making mental health services a competitive grant. GEERS II. This was a BAD IDEA.	5/25/2021 8:52 AM
65	Be easily accessible when questions arise.	5/25/2021 8:42 AM
66	Understand there is no quick fix to instruction. Time is required. The students in the primary grades where the brain performs such great development in speech and learning will be a great long-term research project. There are several districts in Iowa that attended everyday compared to those who did not. Research	5/25/2021 8:41 AM
67	Convince the legislature that local control works and the more they tie our hands the more we can't respond to crisis.	5/25/2021 8:28 AM
68	Set and maintain expectations for being onsite, with optional masks. Provide flexibility in meeting student instructional needs.	5/25/2021 8:27 AM
69	Stop taking local control away for School boards.	5/25/2021 8:19 AM
70	Support for diversity, equity, and inclusion training and advocate for a more robust mental health system in Iowa.	5/25/2021 8:10 AM
71	Clear and pointed guidelines	5/25/2021 8:09 AM
72	Allow Local Control!!	5/25/2021 8:04 AM
73	Allow for local school boards to make decisions best for their respective districts.	5/25/2021 8:03 AM
74	Continue to support Social Emotional/Mental Health in the school system.	5/25/2021 8:01 AM
75	Allow flexibility in the use of all funds generated at the state level. Make funding available to those districts who were given ESSER funds that were under the average of the states allocated funding per pupil, not title I	5/25/2021 7:57 AM

76	The state should listen to the districts as they communicate with their local communities. Local control has provided for decisions that have negatively impacted Iowa schools.	5/25/2021 7:53 AM
77	The guidance for ESSER Funds seems pretty broad, however, the department seems to have strict criteria to spend these funds. The guidance and practice do not align with each other.	5/25/2021 7:50 AM
78	Support local control. Support districts with high rates of poverty, ELL, and students with disabilities	5/25/2021 7:41 AM
79	Provide the most current information and resources to school districts on how to operate safely. Allow schools to implement things they feel are important for their school district without a bunch of hurdles to go through. To many times government over reach/regulations discourage people from following through with things because of the amount of time and energy it takes to jump through the hoops!	5/25/2021 7:22 AM
80	Make the distribution of ESSER funds more equitable to students served NOT to those funded by Title I. Advocacy for equity by the Iowa DE would be refreshing... Adequate funding for rural schools is more imperative than ever, especially when all funds do not follow the open enrolled student.	5/25/2021 7:02 AM
81	Our kids in rural Iowa need to be IN SCHOOL. School is a safe place for them.	5/25/2021 6:51 AM
82	Provide models of success along with resources and supporting information.	5/25/2021 4:22 AM
83	Give us time to implement strategies; reduce paperwork of school districts	5/25/2021 4:19 AM
84	It would be helpful for schools if the rules weren't constantly changing. I would like for my board and I to work with our community to navigate the needs of our community without thinking that there will be a new state rule that supersedes our rules that needs to be communicated in 24 hours or less. We need flexibility in meeting the needs of our communities, especially those of us that work in communities whose majority of families don't follow traditional middle-class, white family values and need different strategies to help their children be successful. The Department can best support us by trusting us to know our communities, by helping us find new ways of meetings the unique needs of our communities and by finding ways to bridge the gap when code stands in the way.	5/24/2021 10:32 PM
85	Tell the governor to give back local control to school districts so they can make decisions to best support their own students, with health and safety measures that protect students AND teachers.	5/24/2021 10:32 PM
86	Provide a statewide required SIS that streamlines the process to share reports and data with the DE. Our school staff could spend their time taking care of students and focus on safety instead of spending hours on reports.	5/24/2021 9:03 PM
87	Provide more regulation relief.	5/24/2021 7:17 PM
88	Don't spend all of our time trying to figure out what is going on in our district. Just let us us do it.	5/24/2021 5:44 PM
89	Follow CDC recommendations.	5/24/2021 5:32 PM
90	Continue support of programs and communications with districts.	5/24/2021 5:18 PM
91	Clear concise communication that will pass a stranger test.	5/24/2021 5:12 PM
92	adequate school funding including teacher retention dollars with local control of how those funds are spent	5/24/2021 5:00 PM
93	By learning about the district's profile the department can differentiate services and support. Some districts need more support with language learners due to their diverse second language population, English language learners, and new arrivals. Hire knowledgeable individuals or experts to support specific areas of needs	5/24/2021 4:54 PM
94	Provide virtual training to allow access to information and professional development when we are short of subs--we don't have enough subs to cover when needed to allow staff to attend professional development to move the needle.	5/24/2021 4:51 PM
95	Provided financial support so we can have more teachers and smaller classroom sizes or reducing the teacher to student ratio.	5/24/2021 4:40 PM
96	Allow for more local control. Provide more lead time for changes in guidance vs. announcing a change that is effective the next day.	5/24/2021 4:31 PM

97	Provide up to date information on student performance, support for mental health, and provide resources for accelerated learning	5/24/2021 4:31 PM
98	Clear and consistent guidelines	5/24/2021 4:30 PM
99	Give us back the local control to do what we see fit with our communities.	5/24/2021 4:27 PM
100	Funding	5/24/2021 4:26 PM
101	Continued support of SEBH efforts for students dealing with anxiety regarding returning to school.	5/24/2021 4:22 PM
102	Funding and restoring local control	5/24/2021 4:22 PM
103	Better communication and provide more time for districts to provide input before decisions are made and more time to plan for implementation.	5/24/2021 4:20 PM
104	Give us ideas that are actionable and educator friendly.	5/24/2021 4:20 PM
105	Nothing, apparently that will be done legislatively	5/24/2021 4:19 PM
106	Provide more direction and insight into what the ESSER III money can be spent on to help us facilitate our accelerated learning.	5/24/2021 4:19 PM
107	Continue to support us through many of the methods you have done thus far, but maintain LOCAL CONTROL.	5/24/2021 4:14 PM

Q20 Academic Impact of Lost Instructional Time (5%) – How should the Department use the required 5% reservation on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions? (check all that apply)
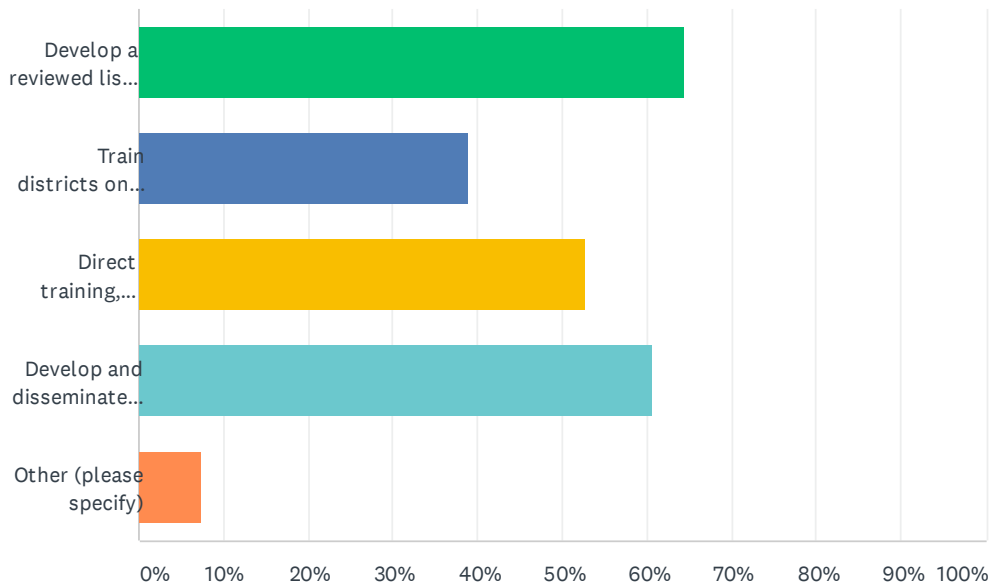
Answered: 231   Skipped: 148

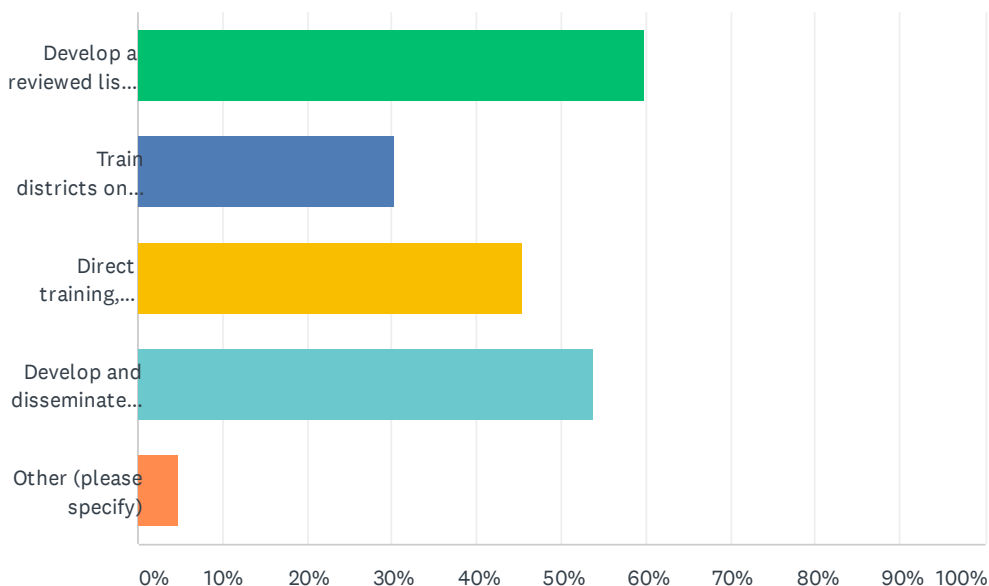| ANSWER CHOICES	RESPONSES	
Develop a reviewed list for districts to use for selecting evidence-based interventions	64.50%	149
Train districts on how to select evidence-based interventions (e.g., how to use clearinghouses, using local data to inform what interventions to select)	38.96%	90
Direct training, coaching, and support for implementing evidence-based interventions	52.81%	122
Develop and disseminate tools to help districts implement interventions with fidelity	60.61%	140
Other (please specify)	7.36%	17
Total Respondents: 231		

#	OTHER (PLEASE SPECIFY)	DATE
1	Fully fund the tools and resources necessary to implement the above mentioned.	5/28/2021 8:25 AM
2	Again provide funding, smaller class sizes, support staff funding, uneventful are only as good as they can be implemented. With no support staff, interventions are much harder to implement.	5/27/2021 6:52 PM
3	TRAIN AND HIRE MORE TEACHERS	5/27/2021 9:16 AM
4	Teachers are already using evidence based strategies to engage student learners. We simply need the TIME to do so. I would think summer schools and before school/after school enrichment programs would be useful. Additionally, more teachers hired would be useful. That would lower the student:teacher ratio and increase individualized instruction.	5/26/2021 9:31 PM
5	WWClwaringhouse should not be a secret. Most teachers do not know about it	5/26/2021 8:16 PM

6	Trust teachers to be able to identify and address deficiencies in the learning of the students in their classroom. Put efforts into stable homes and healthy early childhood so kids come to us prepared to learn.	5/26/2021 10:56 AM
7	Assume districts know their own needs best and provide support.	5/26/2021 10:13 AM
8	Help fund these programs (continue to fund)	5/26/2021 9:43 AM
9	funds to provide more staff to reduce class sizes	5/25/2021 9:48 AM
10	Provide funds to give schools the option to provide additional days of instruction	5/25/2021 9:43 AM
11	Whatever you decide, make sure there is a plan for sustainability without additional costs to the district. It's frustrating to do something (provide training, learn, implement) something for two years and then drop it because it's no longer supported or something we can't maintain locally.	5/25/2021 9:42 AM
12	Fund staffing to support the time that is needed for interventions caused by the response to COVID-19.	5/25/2021 8:52 AM
13	Allow for school hours to be dedicated to Professional Learning for staff. Not add additional days but allow hours of PD to count toward student days as its not the time spent teaching but how prepared our staff are to teach -	5/25/2021 7:53 AM
14	Support districts local control	5/25/2021 7:41 AM
15	How would this be different than what the DOE has previously provided?	5/24/2021 5:00 PM
16	Develop a district analisys tool based on district's proile to help districts implement interventions with higher fidelity	5/24/2021 4:54 PM
17	let funds be used to hire highly qualified instructors to lessen class sizes	5/24/2021 4:17 PM

Q21 Evidence-Based Summer Learning and Enrichment Programs (1%) – How should the Department use the required 1% reservation for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021? (check all that apply)

Answered: 231   Skipped: 148

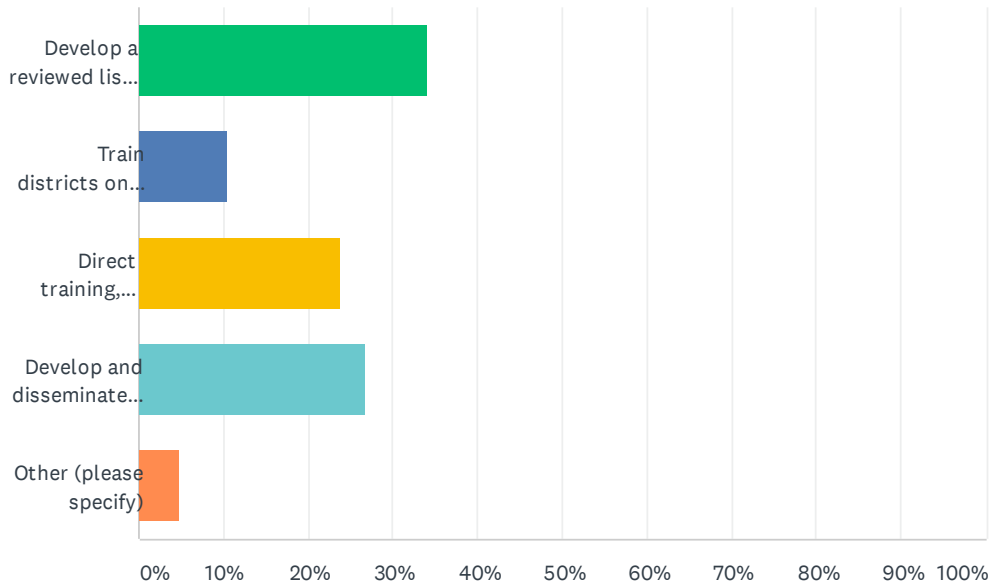| ANSWER CHOICES	RESPONSES	
Develop a reviewed list for districts to use for selecting evidence-based summer learning and enrichment programs	59.74%	138
Train districts on how to select evidence-based summer learning and enrichment programs (e.g., how to use clearinghouses, using local data to inform what programs to implement)	30.30%	70
Direct training, coaching, and support for implementing evidence-based summer learning and enrichment programs	45.45%	105
Develop and disseminate tools to help districts implement summer learning and enrichment programs with fidelity	53.68%	124
Other (please specify)	4.76%	11
Total Respondents: 231		

#	OTHER (PLEASE SPECIFY)	DATE
1	Plan for programming for Fall 2021. It is really too late to plan summer programming.	5/29/2021 5:57 PM
2	TRAIN AND HIRE MORE TEACHERS	5/27/2021 9:16 AM
3	You're a little late to be helping out with the summer of 2021... we've been planning for months.	5/26/2021 10:40 AM
4	See above...	5/26/2021 10:13 AM
5	It is a little late for this. There is one week of school left before summer school starts. We needed this in February to plan for the summer. Please do not add any expectations around summer school. Supports? Yes. New set of expectations? No. Proving support for transportation, food, incentives & staff support would be most beneficial this late in the planning.	5/26/2021 4:19 AM
6	funds to provide more staff to reduce class sizes	5/25/2021 9:48 AM
7	Provide funds to give schools the option to provide additional days of instruction	5/25/2021 9:43 AM

8	Whatever you decide, make sure there is a plan for sustainability without additional costs to the district. It's frustrating to do something (provide training, learn, implement) something for two years and then drop it because it's no longer supported or something we can't maintain locally. Also, summer school obligations and expectations are much different for elementary to high school. Having the same expectations here might not fit universally.	5/25/2021 9:42 AM
9	Help us find staff to implement these programs. Build in flexibility to the delivery so each district can create a model that works for the community.	5/25/2021 8:52 AM
10	Fund programs and teachers to support summer programming	5/25/2021 7:41 AM
11	Let schools determine what is best for their kids	5/24/2021 5:00 PM

Q22 Evidence-Based Comprehensive Afterschool Programs (1%) – How should the Department use the required 1% reservation for evidence-based comprehensive afterschool programs (e.g., before-school programming)?

Answered: 231   Skipped: 148

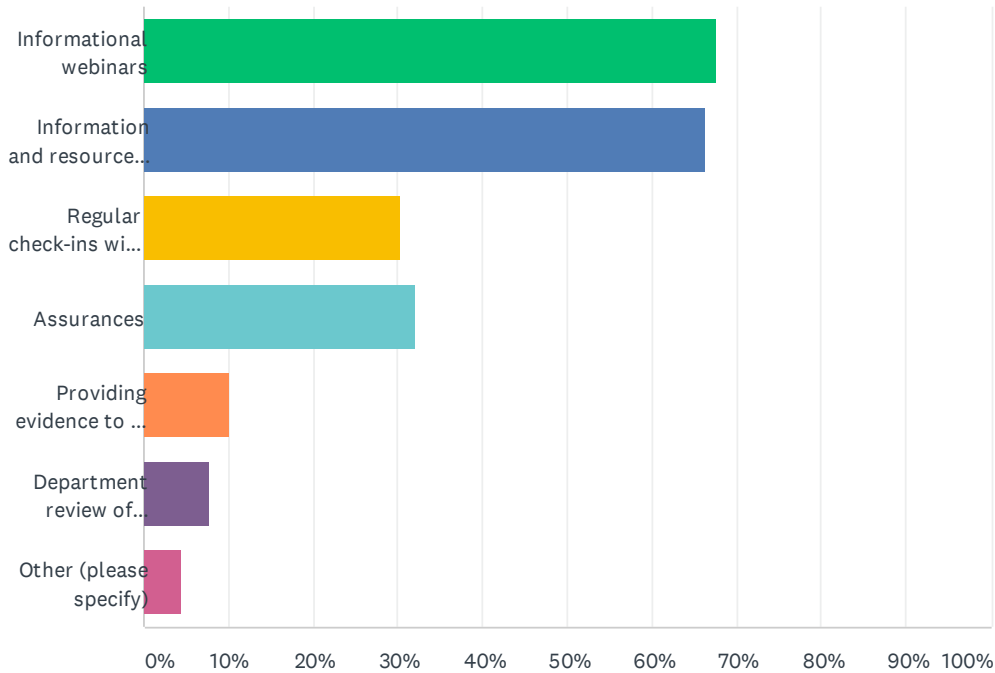| ANSWER CHOICES	RESPONSES	
Develop a reviewed list for districts to use for selecting evidence-based comprehensive afterschool programs	34.20%	79
Train districts on how to select evidence-based comprehensive afterschool programs (e.g., how to use clearinghouses, using local data to inform what programs to implement)	10.39%	24
Direct training, coaching, and support for implementing evidence-based comprehensive afterschool programs	23.81%	55
Develop and disseminate tools to help districts implement comprehensive afterschool programs with fidelity	26.84%	62
Other (please specify)	4.76%	11
TOTAL		231

#	OTHER (PLEASE SPECIFY)	DATE
1	TRAIN AND HIRE MORE TEACHERS	5/27/2021 9:16 AM
2	1, 3, and 4 - I wasn't able to check all that apply.	5/26/2021 9:13 PM
3	This is tricky. Most after school programs only pretend to provide curricular supports while babysitting and managing behavior	5/26/2021 8:16 PM
4	ditto...	5/26/2021 10:13 AM
5	We already have an amazing before and after school learning center. Our district needs to invest ESSER funds into that program.	5/26/2021 9:30 AM
6	All of these will be necessary but clicking on all of them was not an option. Could only select one.	5/26/2021 4:19 AM
7	Provide funds to give schools the option to provide additional days of instruction	5/25/2021 9:43 AM

8	Whatever you decide, make sure there is a plan for sustainability without additional costs to the district. It's frustrating to do something (provide training, learn, implement) something for two years and then drop it because it's no longer supported or something we can't maintain locally. Also, after school obligations and expectations are much different for elementary to high school. Also, for rural vs urban. We already have approximately 80% of our students involved in afterschool activities (mostly athletic) so starting new programs isn't going to happen as we won't have students available for this.Having the same expectations here might not fit universally.	5/25/2021 9:42 AM
9	Help us find staff to implement these programs. Build in flexibility to the delivery so each district can create a model that works for the community.	5/25/2021 8:52 AM
10	Staffing, based on what we have seen all year and over multiple years finding staff who want to stay after school to support students will be the biggest challenge.	5/25/2021 8:20 AM
11	Let schools determine what is best for their kids	5/24/2021 5:00 PM

Q23 District Plans for the Use of ESSER III Funds – How should the Department support and monitor districts in appropriately using ESSER III funds? (Check all that apply)

Answered: 231   Skipped: 148

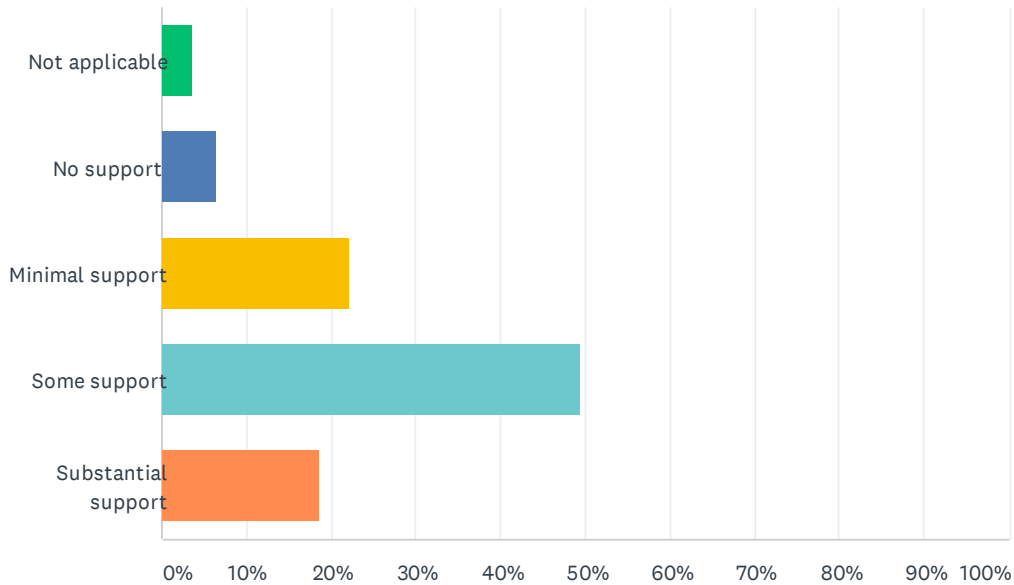| ANSWER CHOICES	RESPONSES	
Informational webinars	67.53%	156
Information and resources posted online	66.23%	153
Regular check-ins with Department staff	30.30%	70
Assurances	32.03%	74
Providing evidence to the Department for desk audits	9.96%	23
Department review of district invoices	7.79%	18
Other (please specify)	4.33%	10
Total Respondents: 231		

#	OTHER (PLEASE SPECIFY)	DATE
1	OVERSIGHT IS A WASTE HIR EMORE TEACHERS	5/27/2021 9:16 AM
2	Support any reasonable district decisions.	5/26/2021 10:13 AM
3	Allow schools decision making power and as little reporting as possible.	5/26/2021 6:02 AM
4	Provide a list of appropriate and inappropriate examples for use of funds.	5/26/2021 4:19 AM
5	Give clear and distinctive guidance. To date, the DE has been afraid to give this advice in fear of the governor especially since the governor lied about the return of $95M	5/25/2021 9:10 PM
6	Through the quarterly submission of claims using CASA	5/25/2021 12:37 PM

7	Help us find staff to implement these programs. Build in flexibility to the delivery so each district can create a model that works for the community.	5/25/2021 8:52 AM
8	My SBO/Business manager is very concerned about approval process taking to long. She has been waiting over 6 weeks for approval of some ESSER II funds. PLEASE make sure we don't have to wait this long. This is a problem for us to plan and execute our plans!ing of plans	5/25/2021 7:22 AM
9	Not sure	5/25/2021 6:51 AM
10	Privide districts the support to develop their own plan and help with monitoring process	5/24/2021 4:54 PM

Q24 Support to Districts in Implementing Educational Equity Strategies – To what extent should the Department support districts in implementing additional strategies that consider educational equity into ESSER III spending decisions?

Answered: 231   Skipped: 148

ANSWER CHOICES	RESPONSES	
Not applicable	3.46%	8
No support	6.49%	15
Minimal support	22.08%	51
Some support	49.35%	114
Substantial support	18.61%	43
TOTAL		231

Q25 Supporting and Stabilizing the Educator Workforce – To what extent is your district facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening and sustaining operations of schools?

Answered: 231   Skipped: 148
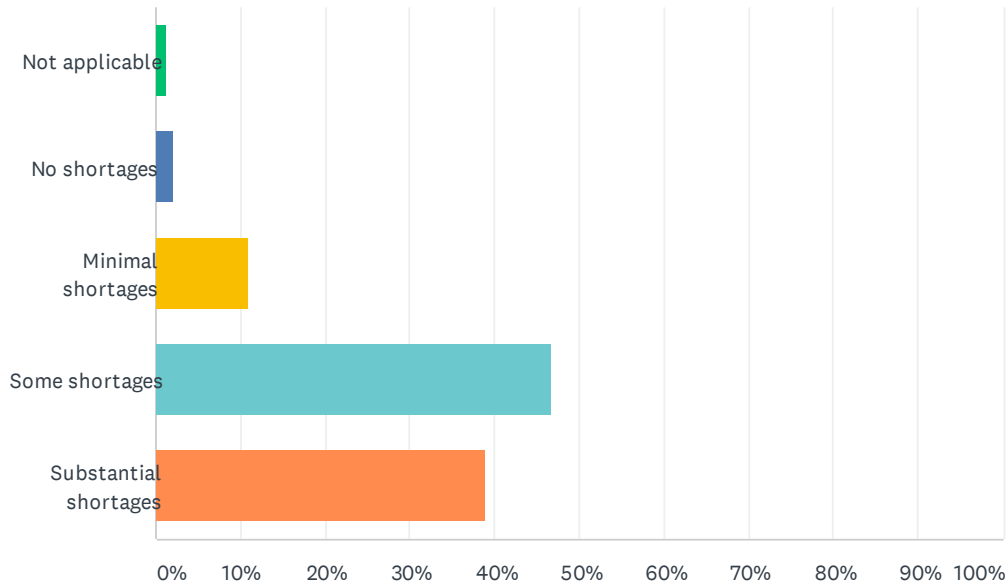
ANSWER CHOICES	RESPONSES	
Not applicable	1.30%	3
No shortages	2.16%	5
Minimal shortages	10.82%	25
Some shortages	46.75%	108
Substantial shortages	38.96%	90
TOTAL		231

Q26 Does the district need assistance in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual districts facing the most significant needs?

Answered: 227   Skipped: 152
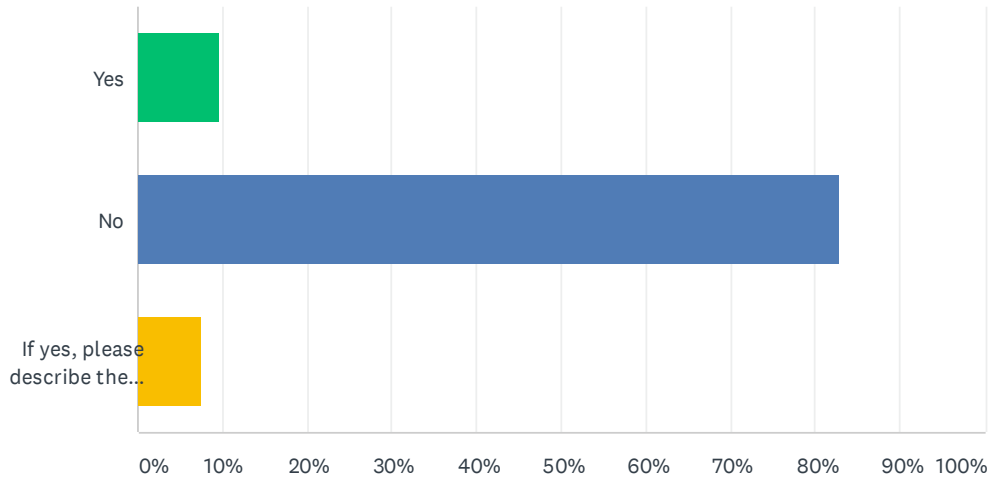
ANSWER CHOICES	RESPONSES	
Yes	9.69%	22
No	82.82%	188
If yes, please describe the support needed.	7.49%	17
TOTAL		227

#	IF YES, PLEASE DESCRIBE THE SUPPORT NEEDED.	DATE
1	Create a applicant/school district web site that is easy to use, intuitive, and beneficial for both the applicant and the school district. The current Teach Iowa site is a joke.	5/28/2021 9:13 AM
2	I work in a non-public school and we are having a hard time finding teachers.	5/26/2021 4:11 PM
3	Changes to licensing requirements for critical shortage areas.	5/26/2021 11:11 AM
4	Convince legislatures to quit passing legislation that is driving people away from the field of education. Stand up to the Governor!!!!!!!!!	5/26/2021 10:40 AM
5	The state needs to develop a plan to help us rural school find teachers as the shortage is real and when you only have one or two applicants you can not fill your team	5/26/2021 9:36 AM
6	There are districts in SW Iowa not receiving any applicants for jobs. There needs to be a substantial increase in teacher pay supported through our allowable growth. People are not lined up to go to college for 4 years and come out with debt to get a job paying $35,000. It's a joke. Our best kids are graduating high school and going into professions that pay a decent wage.	5/26/2021 6:02 AM
7	Short-term and long-term planning for hard to fill teacher positions and the impending shortage in administrators.	5/26/2021 4:19 AM
8	Assistance isn't needed to recognize or anticipate potential shortages - we can clearly see that coming but at some point funding needs to be provided to draw individuals into the teaching profession (especially in math, science, and vocational programs).	5/25/2021 2:13 PM
9	We have got to find ways to increase school budgets to recruit this generation into teaching and continue to create optional teaching licensure programs.	5/25/2021 10:30 AM

10	We are facing a big issue with a limited teacher pool. This isn't directly related to COVID, however we face an extremely likely scenario in which I have no one apply for an open teaching (CORE subject are) position for this next year. We've list for 2 months on TeachIowa and haven't had a viable application yet. We need more freedom in teacher licensure and more options to attract potential teachers.	5/25/2021 9:42 AM
11	Flexibility with previous requirements if certified personnel are not in a pool...emergency licensure may be needed and approved in a timely manner.	5/25/2021 8:56 AM
12	Please look at/change the requirements for social workers and guidance counselors to get a conditional license. We are experiencing a huge shortage in these areas and we try to support an large increase in student mental health issues.	5/25/2021 7:22 AM
13	Special Education	5/24/2021 11:23 PM
14	We know the shortages but could use help with how to fill those vacancies	5/24/2021 5:00 PM
15	support with bilingual teachers or paraprofessionals.	5/24/2021 4:54 PM
16	Comprehensive schools often have a challenging time retaining staff. The most experienced teachers need to be at the most needy schools. Often, brand new teachers are working at comprehensive schools. Also need educators that are diverse teaching in Iowa.	5/24/2021 4:40 PM
17	Finding suitable teachers.	5/24/2021 4:31 PM

Q27 To what extent should the Department support districts in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic?

Answered: 231   Skipped: 148
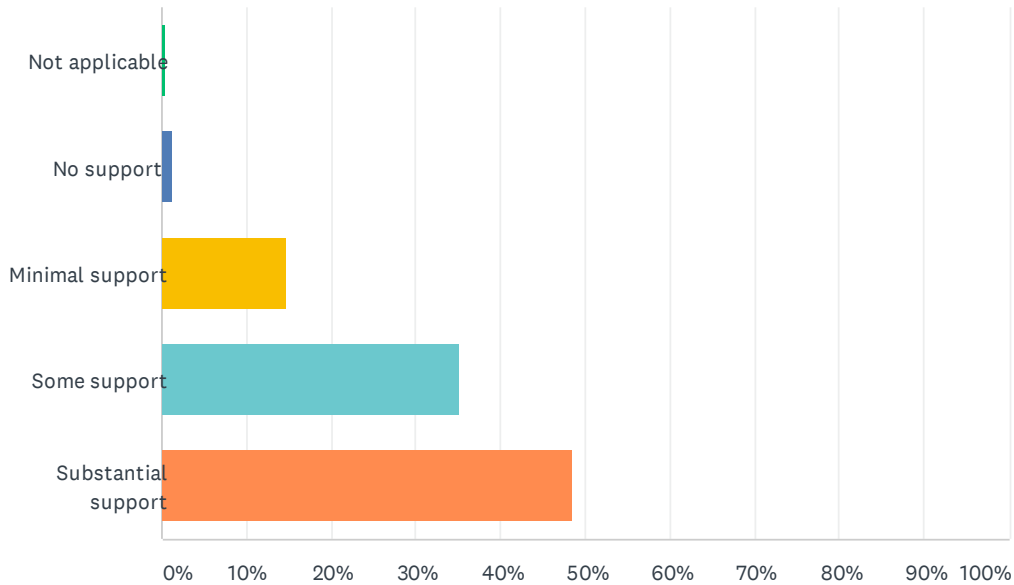
ANSWER CHOICES	RESPONSES	
Not applicable	0.43%	1
No support	1.30%	3
Minimal support	14.72%	34
Some support	35.06%	81
Substantial support	48.48%	112
TOTAL		231

Q28 Staffing to Support Student Needs – To what extent should the Department develop strategies and support districts in increasing student access to key support staff within school buildings (e.g., school counselors, special education personnel, nurses, social workers, and psychologists)?

Answered: 231   Skipped: 148
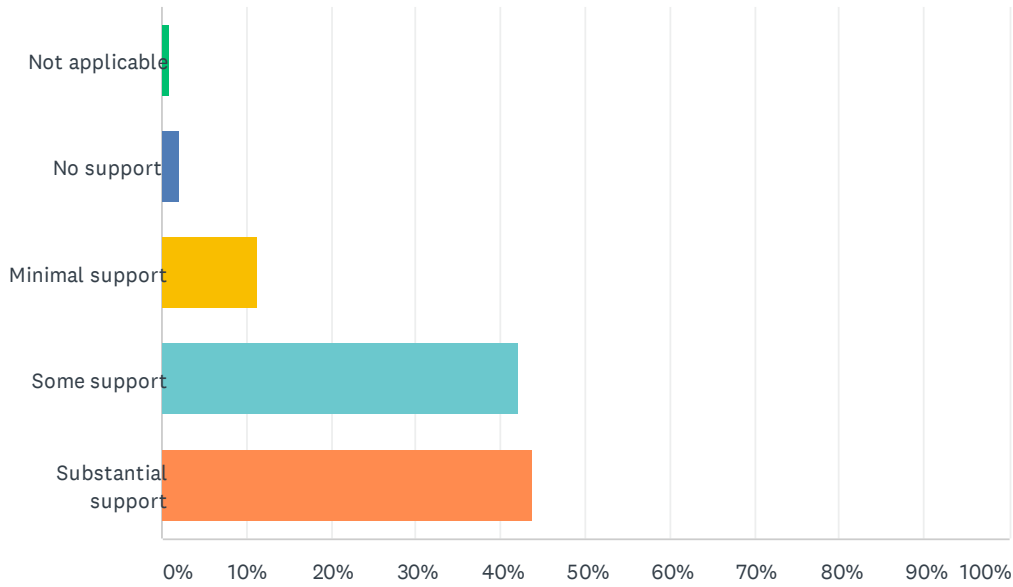
ANSWER CHOICES	RESPONSES	
Not applicable	0.87%	2
No support	2.16%	5
Minimal support	11.26%	26
Some support	41.99%	97
Substantial support	43.72%	101
TOTAL		231