

Instructions: Please take a few minutes to answer these questions to help us develop a grant application for your school's 21st Century Learning Center (after school/before school/summer school) programs. These answers should be about students who are low-income, below proficiency in Reading & Math and/or ELL who would benefit most from these programs. If there are any questions, please contact Kassandra Ortega at kassandra@rgicorporation.com or 509-839-2700. **Please complete by October 7, 2020.**

School Name:

Grade level:

Number of students you teach daily:

Questions for the period of school closures from March – June 2020

During School Closure Information (Mar – Jun 2020)

1. Approximately, what percent of low-income students did not have the following technology to access remote student learning when your school closed in March?

No computer at home ____ %

No internet access at home ____ %

2. In your opinion, how much (%) did low-income students learn during the March – June school closures using remote learning or paper packets **compared** to regular in-classroom instruction? (check one)

 0% 25% 50% 75% 100% Other: ____ %

3. In addition to lack of computers and internet access, what other **barriers** did students encounter that prevented them from learning remotely during school closures?

 Parents not home Parents unable to help children with school-work No quiet home space to learn Students unable to stay focused on school-work for a long period of time No home supervision

Other Barriers (List) _____

4. What percent of students **did not** or **could not participate** in any learning activities during these school closures? ____ %

Questions for the period of the new school year from August – September 2020

New School Year Information: Aug. – Sept. 2020

5. Approximately, what percent of low-income students are having difficulty learning during this remote learning period? ____ %

6. What percent of students are not participating in any learning activities during this period? _____ %

General Questions about students' Learning Loss

7. Would the following programs in your school building help low-income students to make-up the loss of learning during school closure? (check all that apply)

- Before School** **After School** **Summer School**

8. When schools return to in-class instruction, what other programs, practices or strategies would help students catch-up for the learning loss that is occurring due to school closures and remote learning?

- High-Dosage Tutoring Extended Summer School Learning During School Breaks
- Specialized After School Instruction Before School Sessions
- After school using a remote learning model Summer school using a remote learning model
- Other (List)
- _____

9. If your school returns to in-class instruction in January of 2021, how much learning loss do you estimate students would lose during remote learning (Mar-Dec 2020) **compared** to in-class instruction?

Reading: 10% 25% 50% 75% 100%

Math: 10% 25% 50% 75% 100%

10. How long do you think it will take students to catch-up on their learning?

- 3 months 6 months 9 months 12 months 2 years More than 2 years

11. The following are OSPI identified Social-Emotional Learning Standards. What percent of low-income students in your classroom would you estimate meet these standards:

_____ % **SELF-AWARENESS** – Student has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

_____ % **SELF-MANAGEMENT** – Student has the ability to regulate emotions, thoughts, and behaviors.

_____ % **SELF-EFFICACY** – Student has the ability to motivate themselves, persevere, and see themselves as capable.

- ___% **SOCIAL AWARENESS** – Student has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
- ___% **SOCIAL MANAGEMENT** – Student has the ability to make safe and constructive choices about personal behavior and social interactions.
- ___% **SOCIAL ENGAGEMENT** – Student has the ability to consider others and show a desire to contribute to the well-being of school and community.

12. In general, what percent of your low-income students bring the following **strengths/ assets** to school?

- ___% **Caring School Climate** – Children at my school experience warm, welcoming relationships with teachers, caregivers, and peers at school.
- ___% **Integrity** – Children at my school develop her or his own sense of right and wrong behavior.
- ___% **Responsibility** – Children at my school demonstrate responsibility for her or his actions.
- ___% **Multicultural** – Children see things from a different perspective and that helps them to be more innovative, more creative. Multiculturalism is recognized and celebrated at my school.
- ___% **Grit and Perseverance** – Children at my school demonstrate hard work ethic and resiliency.
- ___% **Bilingual** – Some of my children are bilingual and have tremendous cognitive benefits to being bilingual.
- ___% **Equality and Social Justice** – Children at my school are concerned about rules and being fair to everyone.
- ___% **Self-Esteem** – In my school, children feel valued by others.
- ___% **Collaborative** – Children at my school like to work in teams.
- ___% **Optimistic** – Children at my school are positive about the future.
- ___% **Others:**

13. Would training be helpful for improving your ability to teach remotely? Yes No

Due by Wednesday, October 7, 2020
Email to Kassandra Ortega at kassandra@rgicorporation.com