Executive Summary

In September 2020, with over $2 million in support from the local philanthropic community, Chicago Public Schools (CPS) partnered with The Chicago Public Education Fund (The Fund) and The Chicago Principal Partnership (The Partnership) to launch the COVID-19 Comeback Fund. This opportunity made it possible for over 200 eligible school leaders to receive up to $10,000 in flexible spending for use during the 2020-2021 school year.

The grants enabled projects in over 45 Chicago communities representing 100,000 students and more than 12,000 teachers and staff. This citywide impact can be seen in the COVID-19 Comeback Fund Map, which shows the geographic distribution of the schools that applied and received funding, alongside the type of project the grant helped support. The map also outlines demographic information and the characteristics of the students impacted.

In addition to administering grants, The Fund documented data and insights from participants' projects. Exemplar projects were profiled in *Principal Response to the Pandemic: Examples from the COVID-19 Comeback Fund*, a set of case studies published in April 2020. The Fund also conducted a mid-point survey from late December 2020 to March 2021 and an end-of-year survey from May to June 2021. This final report includes data from the application process, the two surveys, and other observations. Our summary of findings and lessons learned include:

1. **Eligibility Criteria and School Characteristics** | Grant funds successfully targeted underserved school communities most burdened by the COVID-19 pandemic.

2. **Overview of Projects Supported** | Principals identified a wide array of projects that aimed to fulfill immediate needs *and* lead to long-term change.

3. **Overview of Educational Software Considered by Applicants** | Principals explored and found value in many software options, but technological solutions required both money *and* time.

4. **Project Outcomes & Implementation** | Principals engaged stakeholders and planned around the needs of their community. As school needs shifted, principals adapted to better support teachers and ensured continuity in learning.

5. **Overall Lessons Learned** | Principals were satisfied with the COVID-19 Comeback Fund's timeliness and flexibility and also provided valuable feedback on how to improve future funding opportunities. Overall, they agreed these small grants were impactful and would likely provide similar benefits to schools in other times of crisis or need.

The Fund was proud to support this effort and looks forward to supporting similar initiatives in the future. Indeed, The Fund is including many of these lessons into supports for schools in the 2021 Summer Design Program.

> "Having access to additional resources like this for our community was amazing and provided much needed hope to administrators, teachers and ultimately students." **HS Principal, Little Village**

Grant funds were allocated to higher-need schools. The Comeback Fund was designed to support Chicago public schools with the highest need, especially recognizing the disparate impacts of COVID-19. With guidance from funders, CPS developed a list of eligible schools based on a series of criteria and input from Network Chiefs. Eligibility was ultimately determined based on three indicators:

■ **CPS Equity Index.** The CPS Equity Index relies on 12 socioeconomic indicators, including: basic student demographics, community life expectancy, teacher retention, and school funding. School communities were prioritized for the Comeback Fund based on their index value, focusing on schools with a value at or above 3 or 3.5, reflecting a higher level of school need.

■ **COVID-19 Community Impact.** Positivity rates varied considerably across the city, as represented on the City of Chicago's COVID-19 dashboard. School communities were prioritized for the Comeback Fund based on the COVID-19 positivity rate in the zip code where the school is located, focusing on schools with a zip code positivity rate above 10% in August 2020.

■ **Experience with remote learning in spring 2019.** The share of non-passing (incomplete) grades in spring 2020 was an indicator for how challenging the remote learning experience was in different schools. School communities were prioritized for the COVID-19 Comeback Fund based on the share of non-passing grades, focusing on schools where this share exceeded 10%.

Consistent with Comeback Fund objectives, the set of eligible schools was higher need and more impacted by COVID-19 than CPS schools overall:

		646 Chicago Public Schools	230 Schools Eligible for Grants	215 Comeback Fund Applicants			
				159 CPS in Networks 1-17 (94.1% applied)	24 AUSL Schools (100% applied)	21 ISP Schools (100% applied)	11 Charter Schools (73.3% applied)
COVID-19 cases per 1,000 population in August 2020		21.9	25.2	25.1	26.8	24.0	26.6
Remote learning engagement (3x/week in May)		55.0%	43.0%	43.4%	36.3%	59.9%	N/A
Student Demographics	Black	35.8%	43.1%	43.6%	70.6%	9.2%	72.2%
	Latinx	46.7%	53.3%	52.0%	27.9%	88.5%	27.0%
	Students with IEPs	14.6%	15.7%	16.3%	14.7%	37.5%	14.0%
	ELL	18.6%	21.0%	20.2%	9.0%	12.7%	14.0%
	Low-Income	63.8%	77.6%	76.3%	87.6%	78.7%	77%

Information Gathering: Midpoint & Endpoint Surveys

The Comeback Fund was designed to reduce burdens on principals, and thus there was no formal grant reporting requirement. However, optional mid-year and end-of-year surveys allowed for data collection around progress made on projects and helped The Fund identify best practices. The mid-point survey was shared with the initial 200 grant recipients and received 139 responses (70% of initial grant recipients). The end-of-year survey received 117 responses (60% of initial grant recipients).

Following additional funding efforts, The COVID-19 Comeback Fund provided additional funding to 15 eligible schools in March and April of 2021. Given the shortened timeline for project implementation these schools had compared to the initial grantees, they do not form part of the surveyed group. Detailed demographic breakdowns of survey respondents can be found in Appendix A, while a full list of survey questions can be found in Appendix B.

Overview of Projects Supported

Principals identified a wide array of projects that aimed to fulfill immediate needs and lead to long-term change. Among the full set of proposed projects, we identified four overarching categories: *Teacher Instructional Practices*, *Supportive Environment for Students*, *Student and Caregiver Environment,* and *Adapted Learning Materials*. These categories helped provide us with an initial sense of school needs. We also identified projects as either meeting *immediate needs*, where school leaders responded to pressing concerns related to remote learning, or meeting *ongoing needs*, where school leaders piloted efforts that may have an impact beyond 2020-21.

Project Category	Example Immediate Needs	Example Ongoing Needs
Teacher Instructional Practices: Grants supported professional development and extended teacher work time to improve students' remote learning experience.	*Extended planning time to adapt existing curriculum for remote instruction:* grade-level planning committees, lesson planning, virtual instruction.	*Teacher professional development for improving instruction and interventions:* training on culturally responsive teaching, differentiated instruction, and equitable grading strategies.
Supportive Environments for Students and Staff: Projects built a positive and supportive climate for students and staff.	*Incentives to boost engagement and to show teacher and student appreciation:* programs that reward attendance and achievement.	*Enrichment opportunities and after-school programming:* virtual wellness and art clubs; supports for social-emotional learning and mental health support; mentoring programs.

Project Category	Example Immediate Needs	Example Ongoing Needs
Caregiver Engagement: Projects built functional systems to improve families' ability to support learning at home.	*Technical support for parents and students:* troubleshooting coordinator, homework helplines for parents and students.	*Community engagement programs to encourage parent and student connections:* workshops on FAFSA and college/career opportunities, translation services.
Adapted Learning Materials: Projects adapted curriculum, materials, and content for use in a remote learning environment, or purchased new virtual resources and learning platforms.	*Access to digital curriculum resources to fill current gaps:* virtual libraries, Newsela, Flocabulary.	*Educational software that monitors student progress or provides skill practice:* IXL, Eureka, and Measuring Up Live.

According to original applications, the distribution of projects proposed was relatively evenly spread across these project categories, with Immediate Needs slightly prioritized over Ongoing Needs and with Teacher Instructional Practices the most common area of focus:

Type	Grant topic	Grant Topic Total	% of Grant Topic
Immediate Needs 56%	Adapted Materials	26	12.1%
	Caregiver Engagement	24	11.2%
	Supportive Environment	18	8.4%
	Teacher Instructional Practices	52	24.2%
Ongoing Needs 44%	Adapted Materials	28	13.0%
	Caregiver Engagement	21	9.8%
	Supportive Environment	18	8.4%
	Teacher Instructional Practices	28	13.0%
Grand Total		**215**	**100.0%**

In the fall, when schools developed their project proposals and submitted their applications, school was still fully remote and attendance was often low. As such, engagement was a priority and 52.3% of projects focused on improving student engagement, while 28.7% focused on improving access to social emotional learning and mental health support. Principals were also focused on supporting their teachers: 65.7% of projects — were initially staff-focused; 56.0% were student-facing, and 26.4% of projects were parent- and caregiver-facing (projects could have multiple populations of focus).

Overview of Educational Software Considered by Applicants

Principals explored and found value in many software options, but technological solutions required both money and time. While the primary concerns were around student engagement and similar needs, technology was an important priority: 16.7% of school leaders showed concern about teachers' access to virtual resources, 15.7% expressed concern about student knowledge of technology, and 18.5% expressed concern about technology access for families.

Schools planned to use a fairly large range of software programs to facilitate different aspects of remote learning. Out of all the schools that purchased software, the five most popular choices mentioned were Nearpod, IXL, Flocabulary, Pear Deck, and Kami. Aside from purchasing educational software, school leaders also used funds to provide teachers with professional development and caregivers with training around use of technology and new virtual tools. Principals noted that these platforms had an adoption or learning curve, but were generally satisfied with the results.

"Getting students used to interfacing with remote platforms has been a means of developing computer/digital literacy." **HS Principal, Hermosa**

"Teachers have gained valuable experiences with new learning platforms and teams have improved their collaborative structures." **ES Principal, West Humboldt Park**

Case Study: Software Use | *Emiliano Zapata Elementary Academy extended access to Reading A-Z and online subscriptions like Flocabulary for all K-5 students, allowing for independent reading and assessments. Principal Ruth Garcia used funds to pay teachers to develop bilingual training videos for families using newly purchased educational software. Training videos will be accessible into the summer and fall to ensure that students have access to the year-long virtual programs purchased.*

Online subscriptions provided teachers with curricular support and alternative ways to monitor academic progress. These virtual resources also helped improve overall student engagement levels. At Zapata, sixth-grade students participated in virtual poetry competitions and developed interactive notebooks accessible online as part of the new curricular resources.

"Our videos in English and Spanish will be available to parents as a refresher on how to sign on to Google Classroom and the many instructional apps available to students. With this grant, we have been able to extend some reading materials in both languages for more grades than we would have without the funding support. The e-books were especially helpful for older students to access material that teachers had researched that would be suitable for them as we encountered so much about current events and their cultural heritage." **Ruth Garcia, Emiliano Zapata Elementary Academy**

Summary of Software Purchased through the COVID-19 Comeback Fund

Type	Software	Schools	Type	Software	Schools
Curricular Resources (14)	All Things Algebra	1	Professional Development (2)	LEAP	1
	CKLA Listening and Learning	1		Cadence Learning	1
	Match Fishtank	1	Progress Monitoring (28)	iReady	1
	No Red Ink	1		Zearn	1
	Don Johnson Human Learning Tools	2		easyCBM	1
	Eureka	3		IXL	19
	Newsela	2		Istation	1
	Interactive GoMath	1		Measuring Up Live	2
	Suite360	1		Unique Learning System	2
	Rosetta Stone	1		Lexia Learning	1
Management Tools (61)	Classkick	1	Recording Application (2)	Flipgrid	1
	Schoology	1		Swivl	1
	Jamboard	1			
	Kami	9			
	Nearpod	26			
	Pear Deck	11			
	Remind	4			
	SchoolCNXT	2			
	Seesaw	6			

As a part of this process, principals were not required to participate in additional surveys or interviews. However, many grant recipients were generous with their time and were able to offer detailed feedback on the Comeback Fund and on their experiences with their projects. These lessons have important implications for future work, including work supporting principals to lead learning recovery in 2021-22 and beyond.

School leaders used funds to problem-solve with their teachers. In our original application analysis, 53.7% school leaders submitted projects meant to better support teachers with virtual instruction. At each checkpoint, professional development and extended planning time was shown to be not only a priority, but also a long-term investment in school improvement and academic gains. Encouragingly, 80.9% of final survey respondents believed that teachers at their school appreciated their project to a great or very great extent.

> ***Case Study: Teacher Professional Development |*** *Principal Charles Williams of the Plato Learning Academy initially planned to use grant funds to pay teachers to modify physical manipulatives into digital content so that students could continue accessing materials remotely. The reopening to hybrid instruction meant that many students would be returning to school in-person while others would remain home.*
>
> *Principal Williams wanted to ensure that the funding opportunity would benefit his entire student population and also would be responsive to teacher needs, and thus used funding to compensate teachers for additional planning time. The team wanted to guarantee that both in-person and remote students had access to engaging lessons, and they used the opportunity to uncover practical ways of providing a "solid educational foundation" that could encourage "higher-order thinking." The team learned about best practices and adopted research-based approaches for simultaneous hybrid instruction. Principal Williams shared that allowing space for teachers to plan and collaborate had an essential role in allowing the team "to identify students needing services, implement targeted interventions, progress monitor student performance, and determine the effectiveness of interventions."*

> "Teachers will create amazing content if given the time and resources." **HS Principal, West Ridge**
>
> "Providing teachers with paid opportunities to increase their knowledge and skill sets has a profound impact on teachers feeling both supported and confident in their abilities in challenging times." **ES Principal, New City**
>
> "We are hoping to get more training for teachers on other strategies that will help them track and analyze data in order to close the learning gaps due to COVID." **ES Principal, Gage Park**
>
> "Teachers have walked away with practices that they can use in years to come. Strategies that have been used can be transferred to in person learning." **ES Principal, Homan Square/West Garfield Park**
>
> "Building teacher instructional capacity is paramount to closing the achievement gap. I believe that continued professional development on how to look at and use the standards for rigorous instruction is invaluable and will be evidenced in students' performance data." **ES Principal, Douglass Park**

Principals engaged stakeholders and planned around the needs of their communities. A majority of mid-point survey respondents (78.9%) reported that informal conversations with students and families helped determine which projects would be most beneficial for their schools. Other schools decided on projects more internally, with 60.2% stating school leadership had a leading role in deciding their project. Nearly half (42.3%) used school-wide surveys, while only 4.9% reported using a community-wide survey to determine the use of funding. In addition, 91.1% communicated project roles and responsibilities to staff before starting the project, while only 8.9% did not. By May, 64.3% of end-of-year survey respondents believed that their students had appreciated their project to a great or very great extent, and 52.2% of final survey respondents believed that caregivers at their school had appreciated or benefited from the Comeback Fund project to a great extent.

> ***Case Study: Caregiver Workshops |*** *Principal Marie Clouston was determined to make Richardson Middle School a source of support as parents navigated the new structures and requirements of remote learning. When Principal Clouston learned about the Comeback Fund, she surveyed families about their most pressing needs. Using survey data, she compiled a list of learning sessions and workshops that teachers could offer caregivers.*
>
> *Principal Clouston used grant funds to pay teachers to develop workshops and events for caregivers. She and her team created and mailed information packets with the offered "courses," alongside QR codes connected to tutorial videos on navigating and actively participating in the sessions. She used follow-up parent surveys to help shape offerings throughout the year to be responsive to the changing needs of families.*
>
> *As a result, parents became excited to learn how to best support their students at home and requested more remote learning resources. Principal Clouston used funds to make available accessibility resources like laminated direction cards for logging into virtual platforms. The Richardson team also sent books to families who attended the workshops to help them build at-home libraries. Principal Clouston hopes to sustain the book project in the future through an alternate grant.*
>
> *Educating and preparing families for success helped ease anxiety around missing out on classroom experiences. Principal Clouston's Comeback Fund project was able to quickly adapt, respond, and evolve as the year progressed and students resumed in-person instruction. In the Spring, following a request for more extracurricular opportunities, Richardson began to host a Family Art program two days a week.*

"We learned the power of a diverse team centered around one common goal. Ultimately, parent engagement can be increased if it is prioritized and parents are leveraged in the work." **ES Principal, Homan Square**

"Students want to be active in their communities. They want to make a difference and be agents of change. We just have to find ways to incorporate that into school." **ES Principal, Back of the Yards**

As school needs shifted, principals adapted to better support teachers, ensured continuity in learning, and achieved their project objectives. Throughout the very unique 2020-21 school year, principals were required to make multiple changes to many aspects of their school. For example, in January, 76.9% of school principals noted that screen fatigue was a "challenge" or "major challenge" in implementing their project.

Nevertheless, principals were able to adapt and implement: By January, 80.4% of survey respondents were able to start their project. With only 14% of grantees noting that, for various reasons, they had not yet started their initiative and roughly 5.6% reported differing degrees of project implementation, ranging from starting "on a very limited basis" to "still in planning stages."

Toward the end of the second quarter, elementary principals faced a new challenge: solving the complex logistical and instructional demands to reopen for in-person learning. Unsurprisingly, nearly half of respondents reported overlapping priorities as a "challenge" to project completion (52.5%). When asked about challenges in implementing original projects, 72% of mid-point survey respondents stated that limited staff support was a minor challenge. In response to shifting needs, some project timelines were extended or changed altogether. At the midpoint, 6.5% of schools shared that they had changed the scope of their project.

Despite challenges, in the end, a majority of principals felt they had met their project objectives. A combined 68.3% of mid-point respondents either agreed (43.9%) or strongly agreed (24.4%) that their project had been successful in achieving its planned objective. A majority of school leaders who responded to the final survey reported that their project was on track to meet its goals (65%), while 29.6% somewhat agreed to being on the way to meeting project objectives. In addition, 68% of final survey respondents were "very satisfied" with the likely outcome of their project, and 30% were somewhat satisfied. While some schools chose to extend their project to the end of the school year (55.7%), in late spring, 44.4% of final survey respondents shared that they had completed their project.

> "It allowed us to engage students and staff in before- and after-school activities. This experience allowed us to learn to create systems and structures to promote programming, recruit teachers, capture attendance, etc. We've learned a lot, and this learning will set us up to launch a stronger enrichment program in the fall. It also was impactful because it allowed our students and staff to develop relationships outside of the traditional classroom setting and will hopefully encourage students to participate in future programming." **ES Principal, Buena Park**
>
> "The strategies learned will be used with the further integration of technology for in-person learning in the upcoming school year." **ES Principal, Palmer Square**

Overall Lessons Learned

> "**Small** grants can have a **huge** impact on student engagement."
> **ES Principal, South Shore/Jackson Park Highland**

Overall, principals reported feeling highly satisfied with the application and grant process (65% extremely satisfied, 26% satisfied). Additionally, feedback gathered from principals helped identify the following considerations to future programs:

Embed opportunities for collaboration and stakeholder engagement:

> "I would like to get more feedback from my stakeholders at the forefront to ensure they are willing and available to support with implementation." **HS Principal, Near West Side**
>
> "It is important to collaborate with a larger group of teachers, outside of the ILT (Instructional Leadership Team) to learn about their needs. Had I done this, I believe that the project would have been much more successful." **HS Principal, Back of the Yards**
>
> "Time for a project's development and implementation are critical. Teacher-led professional learning needs to be totally driven by teachers." **HS Principal, Little Village**

Without buy-in from faculty and staff, some school leaders faced challenges in implementing their proposed projects. 17.9% of midpoint survey respondents noted that additional time to plan would have allowed them to engage with different stakeholders in their educational communities before deciding on a project. While the nature of the Comeback Fund encouraged rapid deployment of funds, future work with a longer time scale might encourage school leaders to conduct interviews and survey valuable stakeholders on interest and capacity. As an example, this element will be incorporated into our 2021-22 Summer Design Program (SDP).

Many principals plan to continue their projects into next year. While this is encouraging, a number of those principals also noted that partnerships with community organizations would have helped support long-term implementation of programs and initiatives and reduced principals' workload. This is consistent with overall findings that nearly a third of leaders also desired a list of local nonprofit organizations available for partnership (31.7%). This reflects feedback we have heard previously at times when principals have asked for additional exposure to local organizations serving their areas.

Finally, principals noted that opportunities for collaboration with other principals would have provided opportunities to solve issues and support changes to project scope or sequence. Again, we are incorporating this lesson into our 2021-22 SDP.

Include touch points throughout the year that provide additional support:

> "We had a strong plan that aligned to our school vision. These funds made it possible for us to work closely with teachers so that we could have an impact on students." **ES Principal, Pilsen**
>
> "It's important to have a project coordinator. It took time to launch the project due to competing priorities. Once we identified a coordinator, the project took off." **ES Principal, Buena Park**
>
> "We would have benefited from structuring a scope and sequence and benchmarks to check-in regarding progress." **ES Principal, Bronzeville**

School leaders valued the ease of the application process and benefited from the speed at which funding was distributed. However, our grant process design somewhat limited our ability to help troubleshoot and collaborate with principals about their projects aside from quick email and phone correspondence. One relatively moderate improvement for the future is to provide more guidance on developing project plans, including sample plans; around 19% of principals suggested these would be helpful. We will continue to explore and develop other similar project planning and management supports for principals.

Small grants were extremely helpful for schools during the COVID-19 pandemic, and will likely provide similar assistance in other unique situations. Reflecting at the end of the year, 97.4% of respondents agreed that the $10,000 grant amount made a significant difference in their school communities. In addition, the success of many of the projects motivated principals to extend initiatives and pilots into the following year or make them a long-term feature at their respective schools. Indeed, 88.7% of final survey respondents had plans for extending their project further or felt that they had piloted something they could use in the future and 94.8% of respondents believed that their project would impact the school beyond the 2020-21 school year. Moreover, 100% of survey respondents shared that a resource like fast and flexible grants would be useful for them in the future.

> "When restrictions are lifted and creativity is allowed, schools can be flexible and responsive to the school community needs." **HS Principal, Back of the Yards**

As noted previously, much of our work in supporting principals in the 2021-22 school year, where the challenges will be *different* but also serious, will build on our experience working with principals through the Covid-19 Comeback Fund. We look forward to continuing to share *those* lessons in the months to come.

Appendix A: Select Characteristics for Survey Respondents

Overall, the schools led by the midpoint and final survey respondents were representative of the schools that received funding through the COVID-19 Comeback Fund, as shown in the table below:

	Mid Point Survey Respondents	Final Survey Respondents	COVD-19 Comeback Fund Recipients
Participant Detail	● 139 school leaders who received COVID-19 Comeback Funding ● Distributed and taken via email in December of 2020	● 117 school leaders who received COVID-19 Comeback Funding ● Distributed and taken via email in May of 2021	● 215 school leaders received COVID-19 Comeback Funding ● 200 Comeback Fund recipients were shared the midpoint and final surveys via email
Networks	AUSL (12), Charter/Contract/Options (10), Network 1 (1), Network 2 (2), Network 10 (5), Network 11 (13), Network 12 (9), Network 13(6), Network 14 (2), Network 15 (8), Network 16 (11), Network 17 (8), Network 3 (8), Network 4 (3),Network 5 (12), Network 6 (3), Network 7 (3), Network 8 (5), Network 9 (3), ISP (13)	AUSL (11), Charter/Contract/Options (7), ISP (11), Network 10 (6), Network 11 (9), Network 12 (7), Network 13 (7), Network 14 (3), Network 15 (5), Network 16 (10), Network 17 (3), Network 2 (2), Network 3 (6), Network 4 (3), Network 5 (12), Network 6 (3), Network 7 (2), Network 8 (6), Network 9 (4)	AUSL (24), Charter/Contract/Options (11), Network 1 (1), Network 2 (2), Network 3 (10), Network 4 (4), Network 5 (17), Network 6 (5), Network 7(5), Network 8(13), Network 9 (6), Network 10 (8), Network 11 (17), Network 12 (15), Network 13 (12), Network 14 (5), Network 15 (13), Network 16 (15), Network 17 (11)
School Demographics	● **AUSL:** 73.8% Black, 25% Hispanic/Latinx ● **Charter/Contract/Options:** 67.6% Black, 31.6% Hispanic/Latinx ● **CPS Networks 1-17:** 43.8% Black, 51.7% Hispanic/Latinx ● **ISP:** 6.6% Black, 90.7% Hispanic/Latinx	● **AUSL:** 63.9% Black, 34.3% Hispanic/Latinx ● **Charter/Contract/Options:** 77.3% Black, 21.8% Hispanic/Latinx ● **CPS Neworks 1-17:** 44.4% Black, 50.8% Hispanic/Latinx ● **ISP:** 14.2% Black, 83.1% Hispanic/Latinx	● **AUSL:** 70.6% Black, 27.9% Hispanic/Latinx ● **Charter/Contract/Options:** 72.2% Black, 27.0% Hispanic/Latinx ● **CPS Neworks 1-17:** 43.6%Black, 52.0% Hispanic/Latinx ● **ISP:** 9.2% Black, 88.5% Hispanic/Latinx

School Student Characteristics	• **AUSL:** 4.7% ELL, 14.1% with IEP, 87.0% FRL • **Charter/Contract/Options:** 16.3% ELL, 15.1% with IEP, 75.1% FRL • **CPS Networks 1-17:** 19.5% ELL, 16.2% with IEP, 77.8% FRL • **ISP:** 36.3% ELL, 12.8% with IEP, 80.1% FRL	• **AUSL :**7.8% ELL, 14.2% with IEP, 87.9% FRL • **Charter/Contract/Options:** 11.5% ELL, 14.1% with IEP, 79.4% FRL • **CPS Networks 1-17:** 21.5% ELL, 16.7% with IEP, 77.2% FRL • **ISP:** 33.6% ELL, 13.1% with IEP, 78.2% FRL	• **AUSL**: 9.0% ELL, 14.7% with IEP, 87.6% FRL • **Charter/Contract/Options:** 14.0% ELL, 14.0% with IEP, 77.0% FRL • **CPS Networks 1-17:** 20.2% ELL, 16.3% with IEP, 76.3% FRL • **ISP:** 37.5% ELL, 12.7% with IEP, 78.7% FRL

Appendix B: Survey Questions

While we included the most relevant survey findings in this report, we would be happy to provide an additional overview of the responses to any of the survey questions upon request.

Midpoint Survey Questions

Overall, how would you consider student academic progress during the 2020-21 school year compared to a typical year?
- ■ Students are making much less progress
- ■ Students are making somewhat less progress
- ■ Students are making about the same progress
- ■ Students are making somewhat more progress
- ■ Students are making much more progress.

Compared to September 2020, my overall satisfaction as a principal has
- ■ Decreased significantly
- ■ Decreased
- ■ Stayed the same
- ■ Increased
- ■ Increased significantly

Grant Information
With which topic area did your grant project most closely align?

A. **Extending Teacher or Staff Time**: *Grant funds used to support professional development for teachers and school staff members as they improved the remote learning experience for their students*.

B. **Adapting Materials**: *Grant funds used to support teacher time as they adapted curriculum and content for remote learning or used to purchase approved materials that enabled remote intervention*.

C. **Connecting to Students**: *Grant funds used to support staff time or teacher-focused technology that helped connect students with school and learning; this included support for activities designed to engage students struggling to connect.*

D. **Parent or Family Engagement:** *Grant funds used to build functional systems that improved a family's ability to support remote learning at home.*

Have you started your project?
- ■ Yes
- ■ No

W**hat challenges, if any, have you encountered so far?** (Select all that apply)
- ■ Limited staff support
- ■ Student disinterest
- ■ Overlapping priorities
- ■ Screen fatigue
- ■ Project plan or fixed timeline challenges
- ■ Awaiting materials or funding
- ■ Calendar constraints
- ■ None
- ■ Other_____

Project Update

Provide a short description of your project. Have there been changes to your original project plan? If so, please include additional details. (free response)

Do you have a project plan or project-related artifacts that you would be willing to share with us? (Optional)

Please rate your level of agreement with the following statement. So far, my project has been successful in achieving its planned objectives
- ■ Strongly Disagree
- ■ Disagree
- ■ Agree
- ■ Strongly Agree

What challenges, if any, have you encountered so far? (Select all that apply)
- ■ Limited staff support
- ■ Student disinterest
- ■ Overlapping priorities
- ■ Screen fatigue
- ■ Project plan or fixed timeline challenges

- ■ Awaiting materials or funding
- ■ Calendar constraints
- ■ None
- ■ Other_____

Are there any important changes or new information about your school or project that you would like to share with us? (Multiple choice)
- ■ Change in administration (Change in principal/AP/Counselor/Leadership Staff)
- ■ Change in grade level the project will serve (drop down option of grade levels)
- ■ Change in Project (details _____)
- ■ Purchase of additional virtual resources (type_____)
- ■ None
- ■ Other_____

To what extent do you feel that this project will lead to positive changes at your school beyond the COVID-19 pandemic?

- ■ 0= Not at all
- ■ 1 = To a small extent
- ■ 2 = To some extent
- ■ 3 = To a moderate extent
- ■ 4 = To a great extent
- ■ 5 = To a very great extent

How did this project respond to the changing needs presented by the COVID-19 pandemic? (Free Response)

Would your project benefit from additional funding? (Yes/No question)

- ■ Yes *Ideal amount_____*
- ■ No

If yes, how would these funds be used? Provide details about ongoing project plans.

(Free Response)

Share your specific plans for future work on this project. How have you sustained, or will you sustain this project? (Optional Free response)

<u>**Project Implementation**</u>
What type of outreach was made before choosing the project? (Select all that apply)
- ■ School wide survey
- ■ Informal conversations with staff, students and parents
- ■ Community wide survey
- ■ Decision was made by leadership team
- ■ Other _____

Were project roles & responsibilities communicated to staff before starting the project?
- ■ Yes
- ■ No

<u>**Feedback Section**</u>

How satisfied are you with the grant application process? (Multiple choice)
- ■ Extremely dissatisfied
- ■ Moderately dissatisfied
- ■ Dissatisfied
- ■ Neither satisfied nor dissatisfied
- ■ Slightly satisfied
- ■ Satisfied
- ■ Very satisfied

Aside from additional grant funds, what other supports would your project have most benefited from? (Multiple choice)

- ■ Sample project plan
- ■ Additional time to develop project idea
- ■ Clearer guidelines about project categories
- ■ List of local non-profit organizations to collaborate with
- ■ Other_____

Would you be willing to share your project experience with other principals?

- ■ Yes
- ■ No

Would a resource like fast and flexible grants be useful to you in the future?

- ■ Yes
- ■ No

<u>Final Survey Questions</u>

<u>**Grant Information**</u>

Looking back, with which of the following areas do you feel your grant project is most closely aligned?

- ■ Teacher Instructional Practices: Supported professional development and extended work time for teachers to improve the remote learning experiences of students.

- Supportive Environment for Students and Staff: Grant funds were used to build a positive and supportive climate for students and staff.
- Caregiver Engagement: Grant funds were used to build functional systems to improve families' ability to support learning at home.

- Adapted Materials: Modified curriculum, materials, and content for use in a remote learning environment.

Project Updates

Have you completed your project?

- Yes
- No

How satisfied are you with the likely outcome of your project?

- Very satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Very dissatisfied

Please provide a short description of your project, as it was implemented in practice. (Free response)

Which of the following groups did you project most directly impact? (Check all that apply)

- K-2
- 3-5
- 6-8
- 9-12
- Caregivers
- Teachers/Staff

Do you have a project plan or any project-related artifacts that you would be willing to share with us?

Please rate your level of agreement with the following statement:

So far, my project has is on track to achieve its planned objectives

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree

- Strongly disagree

What internal or external challenges did you face as part of this project? (Select all that apply)

- Limited staff support
- Student disinterest
- Overlapping priorities
- Screen fatigue
- Fixed timeline challenges
- Purchasing materials
- Reopening plan changes
- Calendar constraints
- None
- Other_____

Did you purchase a learning platform or virtual subscription as part of your project?

- Yes
- No

Are there any important changes or new information about your project that you would like to share with us?

- Change in grade level the project will serve (Grade Level)

  _____
- Change in Project (Please Provide Details) _____
- Purchase of additional virtual resources (Type)

  _____
- Change in community needs
- None)
- Other _____

To what extent do you consider the project was appreciated by the following groups?

	Not at all (1)	To a small extent (2)	To a moderate extent (3)	To a great extent (4)	To a very great extent (5)

Students	o	o	o	o	o
Teachers	o	o	o	o	o
Parents/Caregivers	o	o	o	o	o

Project Implementation

Do you have future plans for extending the project?

- Yes
- No

Is your project likely to have an impact on your school beyond the 2020-21 school year?

- Yes
- No

Feedback

Please indicate your level of satisfaction with the following aspects of the COVID-19 Comeback Fund:

	Extremely satisfied (1)	Somewhat satisfied (2)	Neither satisfied nor dissatisfied (3)	Somewhat dissatisfied (4)	Extremely dissatisfied (5)
Communication	o	o	o	o	o
Eligibility criteria	o	o	o	o	o

Flexibility of funding	o	o	o	o	o
Grant disbursal time	o	o	o	o	o
Application length	o	o	o	o	o
Reporting requirements	o	o	o	o	o

Aside from additional grant funds, what other supports would your project have most benefited from?

- ■ Sample project plan
- ■ Additional time to develop the project idea
- ■ Clearer guidelines about project categories
- ■ List of local non-profit organizations to collaborate with
- ■ Opportunities to discuss with other Chicago principals
- ■ Additional $10K
- ■ Other_____

Please rate your level of agreement with the following statement:

The $10,000 grant amount made a significant difference at my school.

- ■ Strongly agree
- ■ Agree
- ■ Neither agree nor disagree
- ■ Disagree
- ■ Strongly disagree

Would a resource like fast and flexible grants be useful to you in the future?

- ■ Yes
- ■ No