|  |  |  |
| --- | --- | --- |
| COST OF RESOURCES FOR SCHOOL REOPENING AND LEARNING RECOVERY IN SUDAN | | |
| **CONFIDENTIAL** | SCHOOL QUESTIONNAIRE | **Booklet ID** └─┴─┴─┘ |

**BEFORE THE SCHOOL VISIT**

*[Instructions to enumerator:*

* *Call the school principal of a selected school using the contact information reported in the school census.*
* *Introduce the purposes and procedures of the data collection to the principal (see INTRODUCTION).*
* *Clarify that three people are asked to participate in the group interview: the principal, the Director of the Management Association, and the Parent Teacher Association (PTA) chairperson.*
* *Schedule the first school visit at a time when these three people are present.*
* *Ask the principal to compile the following documents before the first school visit, which are likely to be referred to during the interview.* 
  + *School budgets for January – June 2021,*
  + *Financial records for January – June 2021,*
  + *Purchase receipts for the World Bank grants, and*
  + *The census forms for 2020 and 2021.]*

# INTRODUCATION

## What is this survey for?

* To collection information from selected schools to help understand what resources are utilized to operate schools safely and mitigate learning loss during the pandemic. The survey focuses on the period of **January 2021 to June 2021**.

## How will the collected information be used?

* The survey is designed and conducted by two World Bank teams, Sudan education team and Global Engagement and Knowledge.
* Information collected from this survey will be aggregated, and a summary of the results will be reported to the World Bank Sudan education team and the Ministry of Education, Khartoum State, to help determine how to provide better support to schools.
* The process of data collection will also inform the Global Engagement and Knowledge team on how to improve a tool that aims to facilitate schools and governments to estimate the cost for school reopening and learning recovery.

## How will the collected information NOT be used?

* Your response will NOT be used to evaluate the performance of your school or any personnel in the school.
* Your response will NOT affect how much funding you will receive from the World Bank projects in the future.
* Your response will NOT be shared with the Ministry of Education, Khartoum State, before all school and personal identification information is removed.

## Who should participate in the interview?

* The school principal, the Director of the Management Association, and the Parent Teacher Association (PTA) chairperson.

## How will the data be collected?

* The survey is mainly composed of three parts:
  + Revenues and in-kind contributions from all sources.
  + Personnel cost and school expenditure.
  + Resources for COVID-19 response.
* The survey usually takes X – Y hours to complete.
* If not all information can be collected in the first visit, we will schedule a second visit.
* For any school expenditure funded by the World Bank grants, please provide the receipts and the enumerator will take a picture of them for record.

**ENUMERATOR, TECHNICAL EXPERT AND DATA ENTRY OPERATOR**

|  |  |  |  |
| --- | --- | --- | --- |
|  | a. Enumerator | b. Technical expert | c. Data entry operator |
| VI1 Name and code | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­\_\_\_└─┴─┴─┘ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_└─┴─┴─┘ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ └─┴─┴─┘ |

**VISITING INFORMATION**

|  |  |  |  |
| --- | --- | --- | --- |
|  | a. First Visit | b. Second Visit (if applicable) | c. Third Visit (if applicable) |
| VI2 Date/Month | └─┴─┘/└─┴─┘/ 2021 | └─┴─┘/└─┴─┘/ 2021 | └─┴─┘/└─┴─┘/ 2021 |
| VI3 Starting time/Finish time | └─┴─┘:└─┴─┘ / └─┴─┘:└─┴─┘ | └─┴─┘:└─┴─┘ / └─┴─┘:└─┴─┘ | └─┴─┘:└─┴─┘ / └─┴─┘:└─┴─┘ |
| VI4 Visit Result  *[If partially finished, please fill out the number of questions that are completed]* | 1. Finished  2. Partially finished, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. Finished  2. Partially finished, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. Finished  2. Partially finished, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**SCHOOL IDENTITY: 1. Academic 2. Technical/Vocational (Crafts, Industrial, Womenly).**

*[Fill out the information based on the school census.]*

|  |  |  |
| --- | --- | --- |
| SCH1 School name and school code |  | Code: └─┴─┴─┴─┴─┘└─┴─┴─┴─┴─┘ |
| SCH2 State |  | Code: └─┴─┘ |
| SCH3 Locality |  | Code: └─┴─┴─┴─┘ |
| SCH4 Urban/rural | 1. Urban 3. Rural | |
| SCH5 School type | 1. Public 3. Khalwa 2. Private 4. Other | |
| SCH6 Grade levels served  *[Check all that apply.*] | 1. Kindergarten 1 8. Primary 6 2. Kindergarten 2 9. Primary 7 3. Primary 1 10. Primary 8 4. Primary 2 11. Highschool 1 5. Primary 3 12. Highschool 2 6. Primary 4 13. Highschool 3 7. Primary 5 | |

**DURING THE SCHOOL VISIT(S)**

*[Instructions to enumerator:*

* *Greet the respondents and introduce yourself.*
* *Introduce the purposes and procedures of the data collection [see INTRODUCTION].*
* *Ask the respondents whether they have any questions about the purposes, procedures, risks and benefits regarding this data collection, and address all of them before starting the survey.]*

**RESPONDENT IDENTITY: SCHOOL PRINCIPAL**

|  |  |
| --- | --- |
| PID1 Name of school principal |  |
| PID2 Number of years serving the school |  |
| PID3 Gender | 1. MALE 3. FEMALE |
| PID4 Year of birth | └─┴─┴─┴─┘ |
| PID5 Highest Educational level completed | 1. Primary 8 or below 2. Secondary 1-2 3. Secondary 3 4. Associate degree (2-3 years of college) or equivalent 5. Bachelor’s degree or equivalent 6. Master’s degree or equivalent 7. PhD or equivalent |
| PID6 Mobile phone | 1. Mobile phone └─┴─┴─┘- └─┴─┴─┘- └─┴─┴─┴─┘ 6. NOT APPLICABLE |
| PID7 Official Identification Number | └─┴─┴─┴─┴─┘ └─┴─┴─┴─┴─┘ |

**RESPONDENT IDENTITY: PTA CHAIRPERSON**

|  |  |
| --- | --- |
| CID1 Name of Parent Teacher Association Chairperson |  |
| CID2 Number of years serving the PTA |  |
| CID3 Gender | 1. MALE 3. FEMALE |
| CID4 Year of birth | └─┴─┴─┴─┘ |
| CID5 Highest Educational level completed | 1. Primary 8 or below 2. Secondary 1-2 3. Secondary 3 4. Associate degree (2-3 years of college) or equivalent 5. Bachelor’s degree or equivalent 6. Master’s degree or equivalent 7. PhD or equivalent |
| CID6 Mobile phone | 1. Mobile phone └─┴─┴─┘- └─┴─┴─┘- └─┴─┴─┴─┘ 6. NOT APPLICABLE |
| CID7 Official Identification Number (if applicable) | └─┴─┴─┴─┴─┘ └─┴─┴─┴─┴─┘ |

**BASIC INFORMATION ABOUT SCHOOLS: STUDENTS**

*[Fill out the number of students and the number of girls before and after the school closure for each grade level served by the school by checking the school censuses of 2020 and 2021. Ask the respondents to confirm whether the prepopulated numbers are correct.]*

| STU1-4 Students | **In March 2020**  (before school closure) | | **In February 2021**  (after school reopening) | |
| --- | --- | --- | --- | --- |
| STU1 Number of boys | STU2 Number of girls | STU3 Number of boys | STU4 Number of girls |
| Kindergarten 1 |  |  |  |  |
| Kindergarten 2 |  |  |  |  |
| Primary 1 |  |  |  |  |
| Primary 2 |  |  |  |  |
| Primary 3 |  |  |  |  |
| Primary 4 |  |  |  |  |
| Primary 5 |  |  |  |  |
| Primary 6 |  |  |  |  |
| Primary 7 |  |  |  |  |
| Primary 8 |  |  |  |  |
| Mature Students/learning |  |  |  |  |
| Highschool 1 |  |  |  |  |
| Highschool 2 |  |  |  |  |
| Highschool 3 |  |  |  |  |
| **Total** |  |  |  |  |

**BASIC INFORMATION ABOUT SCHOOLS: TEACHERS AND SCHOOL STAFF**

*[For each category of teachers and school staff, fill out the number of personnel before and after the school closure by checking the school censues of 2020 and 2021. Ask the respondents to confirm whether the prepopulated numbers are correct.]*

|  |  |  |
| --- | --- | --- |
| TCH 1-2 Teachers and school staff | Number of personnel | |
| TCH1 **In March 2020**  (before school closure) | TCH2 **In February 2021**  (after school reopening) |
| 1. Teachers (paid by the government) |  |  |
| 2. Volunteer teachers (paid by the school) |  |  |
| 3. Management staff (e.g., principal, assistant principal, accountant) |  |  |
| 4. Part-time or temporary teachers (e.g., graduates who haven’t received teaching certificates) |  |  |
| 5. Cleaning staff |  |  |
| 6. Food service staff |  |  |
| 7. Social workers, counselors, psychologists |  |  |
| 8 Practical education teachers |  |  |
| 9. Other [please specify] |  |  |
|  |  |  |
| **Total** |  |  |

**SCHOOL REVENUES FOR JANUARY – JUNE, 2021**

*[Follow the prompts to ask whether the school has received funding (in cash) from each type of funder.*

*“Has your school received any funding from* ***[FUNDER]****?*

*If the respondent has difficulty understanding the question, provide an example with the help of the prompt. “For example,* ***[Prompt]****?”*

*If the response is yes* ***🡺 “****What type of funding is it?****”***

***🡺*** *“How much funding did your school receive for January to June 2021”*

*Make it clear that the funder refers to the final entity from which the school receives the funding. For example, if the state government transfers some funding to the local government, and the local government distributes the funding to schools, the funder for this funding is the local government, as the school receives it from the local government rather than the state govenrment.]*

| Funder | Funding (in cash) | | | |
| --- | --- | --- | --- | --- |
| *[Prompt]* | FD1 Yes/No | FD2 Description | FD3 Amount received (in Sudanese pounds) |
| 1. Federal government | *[e.g., school grant from the federal government]* | 1. Yes **🡺FD2 & FD3** 3. No |  |  |
| 2. State government |  | 1. Yes **🡺FD2 & FD3** 3. No |  |  |
| 3. Local government |  | 1. Yes **🡺FD2 & FD3** 3. No |  |  |
| 4. Community |  | 1. Yes **🡺FD2 & FD3** 3. No |  |  |
| 5. Parents | *[e.g., tuition and fees]* | 1. Yes **🡺FD2 & FD3** 3. No |  |  |
| 6a. World Bank Emergency grant |  | 1. Yes **🡺FD2 & FD3** 3. No |  |  |
| 6b. World Bank Covid19 grant |  | 1. Yes **🡺FD2 & FD3** 3. No |  |  |
| 7. UNICEF | *[e.g., UNICEF school grant]* | 1. Yes **🡺FD2 & FD3** 3. No |  |  |
| 8.World Food Programme |  | 1. Yes **🡺FD2 & FD3** 3. No |  |  |
| 9. Local NGOs |  | 1. Yes **🡺FD2 & FD3** 3. No |  |  |
| 10. School generated funding | [e.g., rent of cafeteria, rent of school spaces] | 1. Yes **🡺FD2 & FD3** 3. No |  |  |
| 11.Other (please specify)\_\_\_\_\_\_\_\_ |  | 1. Yes **🡺FD2 & FD3** 3. No |  |  |

**IN-KIND CONTRIBUTIONS RECEIVED FOR SCHOOL OPERATION IN JANUARY - JUNE, 2021**

*[Follow the prompts to ask whether the school has received in-kind contributions from each type of funder.*

* *“Has your school received any in-kind contribution from* ***[FUNDER]****?*

*If the respondent has difficulty understanding the question, provide an example with the help of the prompt. “For example,* ***[Prompt]****?”*

*If the response is yes* ***🡺 “****What type of in-kind contribution is it?****”***

***🡺*** *“How many* ***[IN-KIND CONTRIBUTION]*** *did you receive?”]*

| Funder | In-kind contributions | | | |
| --- | --- | --- | --- | --- |
| *[Prompt]* | IK1 Yes/No | IK2 Description | IK3 Quantity  *[Specify the unit]* |
| 1. Federal government |  | 1. Yes **🡺IK2 & IK3** 3. No |  |  |
| 2. State government | *[e.g., textbooks]* | 1. Yes **🡺IK2 & IK3** 3. No |  |  |
| 3. Local government | *[e.g., teacher salary]* | 1. Yes **🡺IK2 & IK3** 3. No |  |  |
| 4. Community |  | 1. Yes **🡺IK2 & IK3** 3. No |  |  |
| 5. Parents |  | 1. Yes **🡺IK2 & IK3** 3. No |  |  |
| 6. World Bank |  | 1. Yes **🡺IK2 & IK3** 3. No |  |  |
| 7. UNICEF | *[e.g., UNICEF COVID-19 package]* | 1. Yes **🡺IK2 & IK3** 3. No |  |  |
| 8. World Food Programme | *[e.g., feeding program]* | 1. Yes **🡺IK2 & IK3** 3. No |  |  |
| 9. Local NGOs |  | 1. Yes **🡺IK2 & IK3** 3. No |  |  |
| 10. Other (please specify)\_\_\_\_\_\_\_\_ |  |  |  |  |

**PERSONNEL COST**

*[For each category of teachers and school staff, ask how many are off-school-budget (i.e., funded by the government through in-kind contributions) and how many are on-school-budget (i.e., funded by the school revenues). If the latter is non-zero, ask how much funding has been spent on these on-school-budget personnel from January to June 2021 and the sources of the funding.]*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| PERS1-4 Cost for teachers and school staff | Funded by the government through in-kind contributions  (i.e., off-school-budget) | Funded by school revenues  (i.e., on-school-budget) | | |
| PERS1 Number of personnel | PERS2 Number of personnel | PERS3 Total expenditure  (Jan – June, 2021) | PERS4 Source[s] of funding  *[Circle all that apply]* |
| 1. Teachers (paid by the government) |  | *[This would be off-school-budget teachers receiving extra compensations that are funded by school revenues]* |  |  |
| 2. Volunteer teachers (paid by the school) | N/A |  |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |
| 3. Management staff (e.g., principal, assistant principal, accountant) |  |  |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |
| 4. Part-time or temporary teachers (e.g., graduates who haven’t received teaching certificates) |  |  |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |
| 5. Cleaning staff |  |  |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |
| 6. Food service staff |  |  |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |
| 7. Social workers, counselors, psychologists |  |  |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |
| 8. Other [please specify] |  |  |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |
|  |  |  |  |  |
|  |  |  |  |  |
| **Total** |  |  |  |  |

**SCHOOL EXPENDITURE (FUNDED BY SCHOOL REVENUES AND IN-KINDS)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| EXP1-4 School expenditure | **Funded by school revenues** | | **Funded by in-kinds** | |
| EXP1 Total expenditure  (Jan – June, 2021) | EXP2 Source[s] of funding  *[Circle all that apply]* | EXP3 Total Quantity (Jan – June, 2021) | EXP4 Source[s] of in-kinds  *[Circle all that apply]* |
| 1. Building and rehabilitation |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 2. School supplies and equipment |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 3. Teaching supplies |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 4. Training |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 5. Classroom equipment (e.g., student seats) |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 6. Classroom supplies (e.g., textbooks) |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 7. Boarding house for teachers |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 8. Teacher breakfast |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 9. Electricity |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 10. Water |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 11. General Maintenance |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 12. Orientation and events |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 13. COVID-19 response spending |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 14. Technical and vocational education supplies |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
| 15. Other [please specify] |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. School generated  3. Local gov’t 7. UNICEF 11. Other  4. Community 8. WFP 12. All above |  | 1. Fed gov’t 5. Parents 9. Local NGOs  2. State gov’t 6. World Bank 10. Other  3. Local gov’t 7. UNICEF 11. All above  4. Community 8. WFP |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Total** |  |  |  |  |

**MATERIALS, EQUIPMENT AND TRAINING FOR COVID-19 RESPONSE (FUNDED BY SCHOOL REVENUES AND IN-KINDS)**

*[If the school has already compiled a list of materials, equipment and training that have been purchased using school revenues,*

* *check whether the provided list has quantity and price information* ***🡺*** *If not, follow up.*
* *check whether the list is clear enough to be recoded into the resource list in the table below* ***🡺*** *If not, follow up.*
* *check whether the list includes both the materials that were purchased using school revenues and those that were contributed as in-kinds.*

*If the school does not have a list and the respondent does not how to respond, check whether the school has adopted each measure listed in the table.*

*If yes,* ***🡺*** *Ask whether they have purchased the resources listed, and ask them to specify the quantity and price for each resource.*

*Ask whether they have received in-kinds, and specify the quantity if in-kind is applicable.*

*Use the blank rows to add any resources that are not listed in the table.]*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Measure | Resource | Funded by school revenues | | | Funded by in-kinds |
| COV1  Quantity | COV2  Price | COV3  Total | COV4  Quantity |
| Establish cleaning and disinfecting measures | Disinfectant |  |  |  |  |
| Empty containers for diluting cleaning and disinfection products |  |  |  |  |
| Disinfectant sprayers |  |  |  |  |
| Mops, buckets, and brushes |  |  |  |  |
| Soap bars |  |  |  |  |
| Rubber gloves for cleaning staff |  |  |  |  |
| Disposable gowns for cleaning staff |  |  |  |  |
| Reusable gowns and caps for cleaning staff |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Provide personal protective equipment | Reusable masks (e.g., cloth masks) |  |  |  |  |
| Disposable masks |  |  |  |  |
| Face shields |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Provide hand hygiene materials | Alcohol-based antiseptic (at least 70 percent alcohol) |  |  |  |  |
| Antiseptic dispensers |  |  |  |  |
| Liquid soap |  |  |  |  |
| Paper towels (for drying hands after handwashing) |  |  |  |  |
| Trash cans |  |  |  |  |
| Hand dryer |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Provide on-site health screenings. Maintain appropriate collaboration and coordination with local public health authorities. | Automatic temperature sensors |  |  |  |  |
| Oximeter |  |  |  |  |
|  |  |  |  |  |
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| Ensure spaces, materials, and strategies to maintain physical and social distancing | Posters or signs on walls |  |  |  |  |
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| Adapt ventilation | Maintenance of windows and doors to remove all barriers around to make sure that they can be opened easily |  |  |  |  |
|  |  |  |  |  |
| Reorganize lunch programs | Gowns, aprons, and caps for food service workers |  |  |  |  |
| Disposable utensils |  |  |  |  |
| Disposable dishes |  |  |  |  |
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**INTERVIEWER NOTES**

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