

CARE Session #4: Proposal Selection

AIM/Goal: Our goal is to walk away from our November CARE meeting with our proposals for how the District should spend \$4 Million in ESSER Funds.

Note Taker(s): Chris Larsen

Designation of Session #4 Leadership Roles

Role	Individual
Co-Chair	Azucena Munoz
Meeting Coordinator	Kelly/Kate/KP
Facilitator	KP
Interpreter	Bernardo
Interpreter Support	Whoever set up the zoom needs to have the interpreter room set up first. If you make Lita a co-host Lita can help once the meeting starts.
Chat/Break Out Room Monitor	Kate Davis
Note-Taker	Chris Larsen
All Members of the Leadership Committee	Co-Presenters

Session #4 Goals & Deliverables

Session Deliverable	Progress Achieved	Follow Up Needed
Review Proposal Brainstorms & Internal Review	Complete	<ul style="list-style-type: none">• See below
Select the 3 priority proposal areas for investment by the district	Complete (w/feedback)	<ul style="list-style-type: none">• Next Steps will be determined by cabinet week of December 13th• More detailed proposals and budgets will be developed by January 18th 2022• Thought Exchange will be opened through January 28th 2022• CARE will present proposals at FAC (schedule allowing) and other committees for additional feedback• Proposals will be updated & Presented to Cabinet January 30th 2022• Cabinet will make decisions by February 4th 2022• Presentation to the Board Week of February X
Announcements: <ul style="list-style-type: none">• Co-Presenters Needed for January• Fiscal Oversight Committee (KD)	Date moved by 1 month	<ul style="list-style-type: none">• Send interest forms in early January for February Presentation

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- 6:30-6:40: Welcome and Greetings
- 6:40-6:55: Opening and Expectation Setting: Led by KP/Kate
 - A look back: We will open by looking back at our four sessions and how the four recommendations (Amplify Student Voice, Aligning SPED & SSFE Practices, Strengthening Student Support, and Extra Recess/Playground Equipment) have come to be.
 - Framing Next Steps: We will also do some expectation setting - really framing how Highline Staff have thought about the strategy recommendations from CARE in alignment with those four key areas, with a focus on timelines and feasibility regarding implementation planning:
 - Long-Term Sustainability vs. Impact This funding source will expire after 2 years and therefore we want our priorities to be implemented in a manner which creates a sustainable practice.
 - Hiring & Supply Chain/Contract Challenges Statewide There is a staffing applicant shortage. Priorities which require hiring of additional staff may be difficult to complete if qualified hires are not available.
 - Bargaining Contracts & Professional Development Changes in context and work conditions could be subject to mandatory bargaining. We have ways to implement work within current contract language but if we move outside of existing agreements it may require engaging our labor partners in negotiations. We also want to be cognizant of the current workload of staff so that our priorities can be effectively implemented even if we are compensating people for that work.
 - Capacity of Building and District Leaders
- 6:55-7:35: Review of Four Investment Recommendations (Amplify Student Voice, Aligning SPED & SSFE Practices, Strengthening Student Support, and Extra Recess/Playground Equipment):
 - A slide will be created for each investment area, and co-presented with our corresponding internal expert:
 - Amplify Student Voice: Will include Q&A time, as well as live feedback via Menti
 - Leverage student voice outside of current structures
 - Currently we have launched a second year of the perception survey which is specific to Covid related topics: basic needs, transportation, safety, construction. Went out to students, staff and families.
 - Currently have an ongoing needs survey to assess what connections student report that they have with someone(s) at school.
 - Proposal: Student leadership team in each school. Leverage schools which already have a student leadership team which could assist us in the development of a structure which could be piloted in a few schools in order to further develop a system-wide model.
 - Student selection which promotes representation of all student groups would be a critical component to develop and implement
 - Aligning SPED & SSFE Practices: Will include Q&A time, as well as live feedback via Menti
 - Provide training to interpreter staff about special education and IEP process so that they have an understanding when supporting families & staff in meetings
 - Work with community partners in order to engage with families to build understanding about what the range of services and processes looks like
 - Partner with families directly to develop relationship so that families perceive authentic support
 - Q- How can these strategies be developed so that once ESSER goes away the strategies are not lost
 - We now have family engagement partners
 - Community partners will broaden to whom students have access in order to be supported

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- Fade some of the initial structures as teams strengthen their own systems and skill setsQ- MTSS
This is not a pathway to special education. It is about a system of support to meet the variety of needs students have.
- Q- content of trainings Can make training adaptable to the needs of the site.
- Strengthening Student Supports: Will include Q&A time, as well as live feedback via Ment
 - Added 3 family and engagement specialists. Make sure that they reflect the community: 2 former HPS graduates, multilingual, trained in applicable areas of study, etc.
 - Currently providing training to staff around student and self SEL topics. Recently presented 51 training sessions around these topics.
 - Looking at a school embedded in mental health services. Having a relationship based service model. This may allow us to fill the gap that will likely be created by a recent change in the amount of medicare funding available for student mental health services. Current ESSER expenditures are going towards supporting staff learning, providing more on-site wrap around services, etc.
 - Q- purchase more SEL curriculums? Hesitant to purchase more materials now as currently engaging in an assessment as to the needs and possible change in resources to utilize
 - Q- how did schools get selected for embedded services? Resource desserts identified in conjunction with identified needs for service
 - Q- how would these be safeguarded against the funding drop? Even prior to the ESSER grant we were looking for ways in order to expand services. What funding sources can we better leverage if we have data to support the need.
 - Comment: Coordinating services at the building level is challenging even if we have access. We need staff who can assist with coordination of the services and students.
 - Comment: Capacity is related to feasibility
- Extra Recess/Playground Equipment: Will include Q&A time, as well as live feedback via Menti
 - Playground is generally associated with elementary schools but intentionally sought to include secondary into a proposal which would acknowledge all students within the system.
 - Baseball fields and restriping will serve all schools
 - All playground structures moving forward will be ADA compliant
 - Ideal safety solution to play structures is the the new turf models which allow for drainage and such
 - SEL happens on the playground and on the tracks & fields. Students struggle when there are limited options at recess.
 - Positive play programs whether through organizational partnerships or district developed programming could also be an investment to meet both play and SEL goals.
 - Research shows that play has a positive correlation with learning.
 - Comment: complete a needs assessment so that sites with less or more antiquated resources can be prioritized.
 - Q- when would these things have been addressed in our typical processes to update or replace? The bond cycle is the process which allows us to update and replace. HPS must seek grants to address these needs. There is not a resource within our regular budget cycles to provide for this need.
 - Comment- Could we increase our community partnerships to bolster replacement and updating of those locations and resources which have heavy joint use (ex. Sylvester track).
- 7:35-7:45: Next Steps for Recommendation of Proposals
 - Given what we learned from our presentation regarding the Four Investment Recommendations, are there any recommendations the committee would like to remove at this time?
 - Otherwise, would the committee recommend that Highline adopt all investment areas and move them forward for project/implementation planning?

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- If it is determined that we cannot "buy" all four strategies as we develop budgets, please rank the investment areas in priority of highest to lowest (we will prioritize investments in that order until the funding is depleted, at which time, we would forward the excess to the district for investment in the District ESSER fund budget)
- 7:45-7:55: Next Steps for the Committee
 - Reconvening: It is expected that our projects and investment planning will continue to evolve throughout this year - Highline Recommends re-convening CARE toward the end of this year or in the beginning of this next year, to discuss investment progress, implementation planning, and potential changes to strategies in collaboration - more information forthcoming
 - Call for CARE Volunteers: Co-Presenters are needed for December/January presentations to Cabinet and January/February updates for the board
 - Call for Volunteers: Fiscal Oversight Committee (@Kate Davis - this is you!)
 - Appreciation and Closing:
- 7:55-8:00: Exit Ticket (see slides)

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Group Agreements:

Project Roles & Responsibilities			
Project Manager(s): KP			
Committee Co-Chair(s)	Responsibilities	Deliverables	Crucial Links
	Convening Workgroup		
	Checking Workflows & Progress of Deliverables		
	Troubleshooting		
	Liaison with Project Manager		
	Other: From Menti		
Committee Leadership	Responsibilities	Deliverables	Crucial Links
	Taking & Sending Meeting Minutes		
	Supporting Co-Chair		
	Other: From Menti		
CARE Collaborators	Responsibilities	Deliverables	Crucial Links
	To be defined by Committee: From Menti		
CARE Committee Working Norms & Agreements			
<ul style="list-style-type: none"> Expect for everyone to engage and expect there to be opportunities for us all to engage and hear voices equitably Larger Community Engagement - taking time to engage stakeholders between meetings Making Decisions: Listening to multiple voices, especially those most marginalized by our school systems To be on time and to be fully present for the duration of the meeting To respect the experiences of others and ask clarifying questions Listen to understand. Leverage the voices of students, families and community members. Collaborate as a collective whole. prioritize students/kids and families Communication is very important. If we don't communicate, we don't understand each other. Utilize a verbal cue to step back from the moment so that we can regroup 			
Highline Committee Member Expectations			
<ul style="list-style-type: none"> Value and respect the diversity of Highline Public Schools. Work cooperatively and respectfully with committee members. Actively participate in committee meetings and tasks. 			
Workgroup Logistics			
Meeting Frequency	Monthly		
Collaboration Tool			
Primary Communication Tool			

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Session #4 Parking Lot:

Name	Question	Resolution

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Highline Public Schools 2021-2022 CARE Committee Session Schedule

Date	Activity	Resp. Party	Link to Minutes/Materials
Pre-Development Phase			
8.2	Submit Session #1 Interpreter Request under "1300"	KP	Done
8.31	Completed Project Plan & Materials	KP	Done
8.31	Materials for CARE Meeting #1	KP	Done
CARE Meeting #1 - 9.8.21			
9.3	Send Pre-Read(s) and materials for CARE Meeting #1	KP	Done
9.8	Selection of CARE Co-Chair	CARE	Done
9.8	Adoption of Work Group Norms	KP/KD	Done
9.12	Send Meeting Minutes & Action Items/Deliverables	KP/JB	Done
CARE Meeting #2 - 10.13.21			
By 10.7	Co-Chair/Care Leadership Planning Session *Submit IR (Span.)	KP/Co-Chair	Done
10.8	Send Pre-Read(s) and materials for CARE Meeting #2	KP	Done
10.13	Proposal Brainstorm (Interest/Goal Based)	CARE	Done
10.15	Send Meeting Minutes & Action Items/Deliverables	KP/Co-Chair	Skipped
CARE Meeting #3 - 11.10.21			
By 11.4	Co-Chair/Care Leadership Planning Session *Submit IR (Span.)	KP/Co-Chair	Done
11.5	Send Pre-Read(s) and materials for CARE Meeting #3	KP	Done
11.10	Proposal Prioritization (Selection of 5-10)	CARE	Done
11.12	Send Meeting Minutes & Action Items/Deliverables	KP/Co-Chair	Done
CARE Meeting #4 - 12.8.21			
By 12.2	Co-Chair/Care Leadership Planning Session *Submit IR (Span.)	KP/Co-Chair	Done
12.3	Send Pre-Read(s) and materials for CARE Meeting #3	KP	Done
12.8	Proposal Selection & Plan for Presentation to Board (Sch. 1.27)	CARE	Done
12.10	Send Meeting Minutes & Action Items/Deliverables	KP/Co-Chair	Done
Post-Committee Phase - Proposal Approval & Project Planning			
February	Proposal Presentation to Board + System Communication	CARE Reps.	
February	Update & Presentation to the Board		
March	Initiative & Project Planning, Budget, & Execution	KP & Dept.	
June	Final Communication to CARE Committee on Execution/Success (In Person Appreciation & Celebration?)	KP	

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Highline Public Schools 2021-2022 CARE Committee Participants

Family Representative		
Family Rep	Highline Special Needs PTA	Kim Bobbitt
Family Rep	Highline Council PTA	Suzy Munoz
Family Rep	Para Los Ninos	Patty Palomino
Family Rep	Southwest Youth & Family Services	Veronica Solis
Family Rep	African Community Housing & Development	Aden Hussein
Staff Representative		
Staff Rep	Teamsters	Conley Pells
Staff Rep	HEA (HHS teacher)	Jeb Binns
Staff Rep	Elem Principal (McMicken)	Alex Haas
Staff Rep	Secondary Principal (Chinook)	Karin Jones
Staff Rep	Alternate/school of choice Principal (Big Picture)	Jeff Petty
Student Representative		
Student Rep	1 (HHS)	Sarah B.
Student Rep	2 (HHS)	Lenora F.
Student Rep	3 (HHS)	Tiffany T.
Student Rep	4 (PMS)	Myah W.
Community Rep		
Community Rep	Highline; Seahurst	Yaneth Esqueda
Community Rep	Tyee; McMicken	Tania Guzmán Zavaleta
Community Rep	Highline High School; Virtual Academy from Glacier	Roumchek Hong
Community Rep	MRHS; North Hill	Marin Dixon
Community Rep	Hilltop	Jenn Nguyen So
Community Rep	Parkside	Azeb Hagos
Community Rep	Hazel Valley	Brenda Ortega
Community Rep	Evergreen; Mount View	Callie Johnson
Community Rep	Marvista; Mount Rainier	Desiree Becker
Community Rep	Tyee; Bow Lake	Nick Marjan Zahir Jan
Community Rep	Tyee; Chinook	Robyn Wiebe
Staff Support		
Academics	TLL	Rebekah Kim
Human Resources	Human Resources	Chris Larsen
Engagement	Family & Community Partnerships	Lita O'Donnell
Business Services	Director of Budget	Jackie Bryan
Human Resources	Director of Covid Recovery	Kathryn Peterson

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ESSER Allowable Uses:

ESSER 2 Allowable Uses: Districts may spend ESSER 2 funds on the follow (**Department Uses in Bold**)

- ESSER II funds must be tracked separately from other funds (including from ESSER and ARP ESSER funds).
- May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. Available for obligation by SEAs and subrecipients through September 30, 2022.
- Any activity authorized by ESEA, IDEA, AEFLA, Perkins, or McKinney-Vento.
- Coordination of COVID-19 preparedness and response efforts.
- Providing principals and other school leaders with resources to address individual school needs.
- Activities to address the needs of students experiencing poverty, students with disabilities, multilingual/English learners, students of color, students experiencing homelessness, and foster care youth, including outreach and service delivery.
- Procedures and systems to improve district preparedness and response efforts.
- Purchasing supplies to sanitize and clean school facilities and training staff on sanitization protocols.
- Planning for and coordinating the delivery of instruction and services during remote learning.
- Purchasing educational technology for students.
- Providing mental health services and supports.
- Planning and implementing summer learning and supplemental afterschool programs.
- Addressing learning loss among students, including by administering high-quality assessments to assess academic progress, implementing evidence-based activities to meet the comprehensive needs of students, providing information and assistance to families on how to effectively support students, and tracking student attendance and improving engagement in remote learning.
- School facility repairs and improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the air quality in school facilities, including heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- Other activities necessary to maintain district operations and services and employ existing staff.

ESSER 3 Allowable Uses: Districts may spend ESSER 3 funds on the follow (**Department Uses in Bold**)

- ARP funds must be tracked separately from other funds (including from ESSER and ESSER II funds).
- May be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. Available for obligation by SEAs and subrecipients through September 30, 2023.
- LEA maintenance of equity requirements for each of FYs 2022 and 2023.
- LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).
- Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic:
 - Any activity authorized by ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE).
 - Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth.
 - ARP ESSER funds may be used to develop strategies and implement public health protocols:
 - Training and professional development on sanitizing and minimizing the spread of infectious diseases, purchasing supplies to sanitize and clean the LEA's facilities.
 - Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards and improving indoor air quality.
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs
 - Planning and implementing activities related to summer learning and supplemental after-school programs.

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- o Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities.
- o Providing mental health services and supports, including through the implementation of evidence based full-service community schools and the hiring of counselors.
- o Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning.
- o Other activities that are necessary to maintain operation/continuity of services, including continuing to employ existing or hiring new LEA and school staff.

Sources & Citations:	ESSER 2 Guidance: OPSI, BULLETIN NO. 005-21 ES, February 10, 21	ESSER 3 Guidance: U.S. DEPARTMENT OF EDUCATION FACT SHEET
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ESSER Family and Community Guided Uses:

Investments that center **Connection and Cooperation:**

- Seeking input from all stakeholders around important decisions
- Bringing learning from equity symposium across department, happiness work (see Conley)
- Making sure to find ways to prioritize student feedback and connections, e.g. high school student council w/supe
- More activities that are driven by and with city partnerships, need to increase presence in city of Des Moines, similar to the other city partnerships that are communicated.
- Clear communication, feedback loop, soliciting voice - deliberate with collaboration with students, families, teachers, community (Keep all stakeholders updated on big changes, more specific information provided):
 - ESSER is invested in quarterly mailers
- Partner with community organizations at school level
 - ESSER is invested in community and family partnerships

Investments that center **Families:**

- Relationship with staff. Welcoming- Communication between teachers/families consistent, expected
 - ESSER was invested in family connection meetings
- Work towards inclusion and inclusive practices and invest in inclusion as a whole community initiative.
- Create a position for family engagement for our students/families with IEPs.

Investments that center **Equity (implementing system wide expectations):**

- Families feel included.
- Training on interpretation.
- Meetings in primary language with translation to English.
- Opportunities for both in-person or virtual meetings with translation available/or accommodations
- Childcare
- Invest in the support that students have missed over the past two years.
 - ESSER Funds have been invested in various Learning Recovery Initiatives

Investments that center **Empathy:**

- Opportunities for student connection to peers and their schools.
- Building back up relationships with each other.
- Resources to people/community to assist with students social emotional well-being/mental health (Focus on social emotional needs of students and staff)
- Allow school communities (school leadership, staff and families) to make decisions about how to use funds allocated for social emotional needs of students and staff.
 - ESSER Invested in SEL/Mental Health Initiatives - where can families be present in future allocations/utilization

Investments that center **Honesty:**

- HPS is transparent and clear-before something is stated that "all schools are doing ____" to make sure it is consistent across schools (e.g. 1:1s for example)
- What are the data points that are most important and how are we transparent about those points with our stakeholders? What tools are we using to do so?
 - ESSER Invested in Data Literacy
- How can we use this information to set priorities for ESSER funds?
 - This is a connection that could be deeper
- Consistency requires leadership across the board
 - If we invested in our Highline leadership to promote consistent and honest practices, what would that look like?
- Using optimistic strategies to look at creative solutions to address needs
- Decision making

