

ESSER 3.0 Budget Feedback

3.0

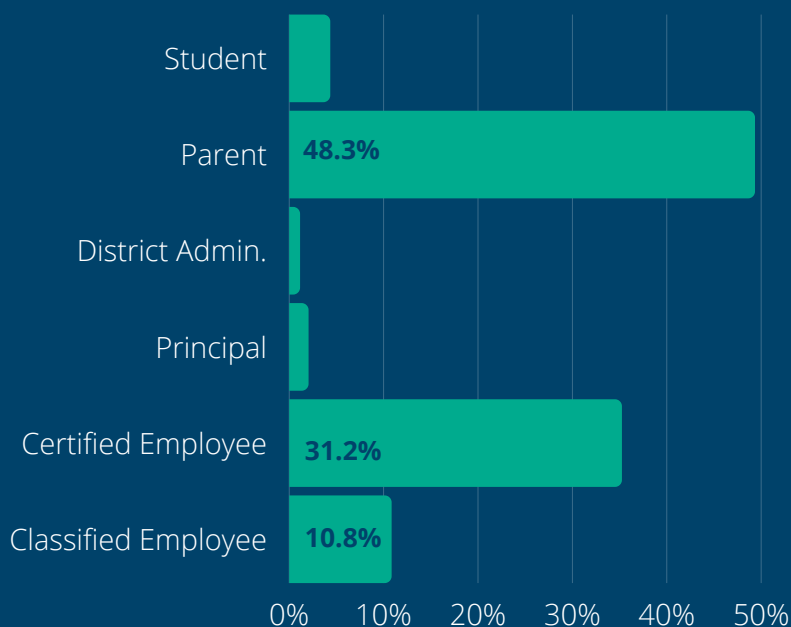
ESSER 3.0 Feedback Collection

Overview

To gather feedback on the proposed use of ESSER 3.0 funds, CMCSS used focus groups to engage, parents, employees, and other partners along with a survey that was open for one month (June 10th-July 9th). The district conducted 8 focus groups with a variety of stakeholder groups, which are listed below:

- Parents and Caretakers
- Students
- Certified Employees
- Classified Employees
- School Administrators
- Special Populations Stakeholders (parents, employees, advocacy partners)
- Teachers' Associations

Survey Respondents



In total, there were 560 people who clicked through to the survey to complete it initially. Upon getting to the open response questions, many respondents dropped off for a total of roughly 100 true responses. The groups with the largest representation in the survey were Parents, Certified Employees, and Classified Employees.

Focus Groups

3.0

Focus Group Feedback Summary

Overall, focus group participants indicated positive feelings toward the proposed plan for ESSER 3.0. Many of the aspects that participants liked were that the plan focused on people, including more funding that was centered on employees and creating new positions that could provide support to employees. Participants also appreciated a focus on much-needed building maintenance. There were also, however, some areas for growth highlighted, such as a desire to know more specifics about proposed positions, particularly those at the Central Office level that appeared to have large line items for things like furniture. Participants in all groups also placed a heavy emphasis on ensuring there was a continuous opportunity throughout the life of the ESSER funding cycle to know how the programs were going and how funding could be adjusted.

Positives

- ✓ People, not programs
- ✓ Maintenance and building upgrades
- ✓ Employee retention bonuses, attendance bonuses, etc.

Areas for Growth

- ✓ Greater focus on Classified Employees
- ✓ Proper support from new positions
- ✓ Emphasis on continual monitoring and feedback
- ✓ Central Office positions (top-heavy)

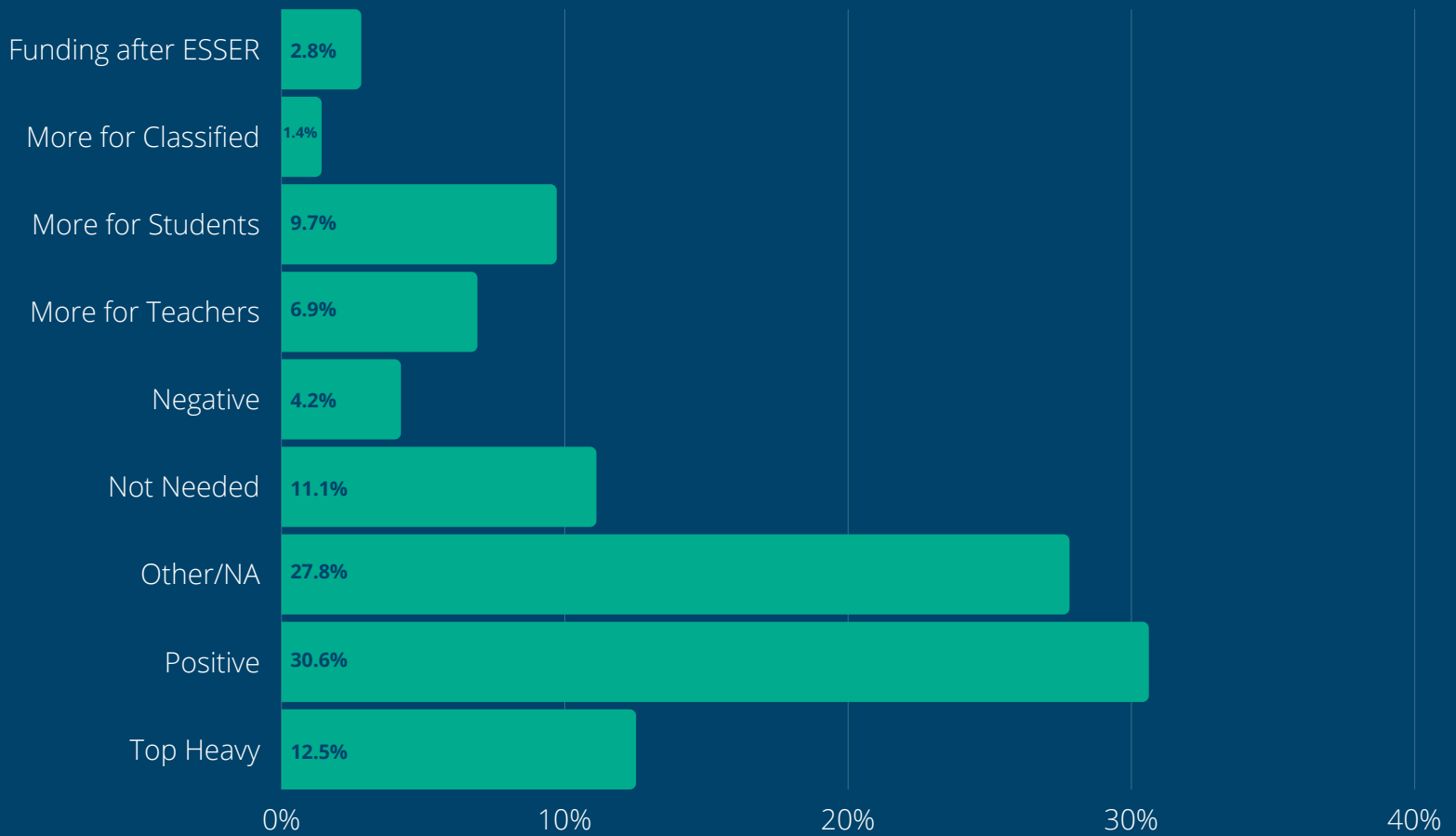
"The only thing I'd say looking forward is that it's a three-year process. We will need to continue recalibrating to ensure that the things we're putting money toward are being done effectively and efficiently"

ESSER 3.0 Focus Group Participant

Survey Responses

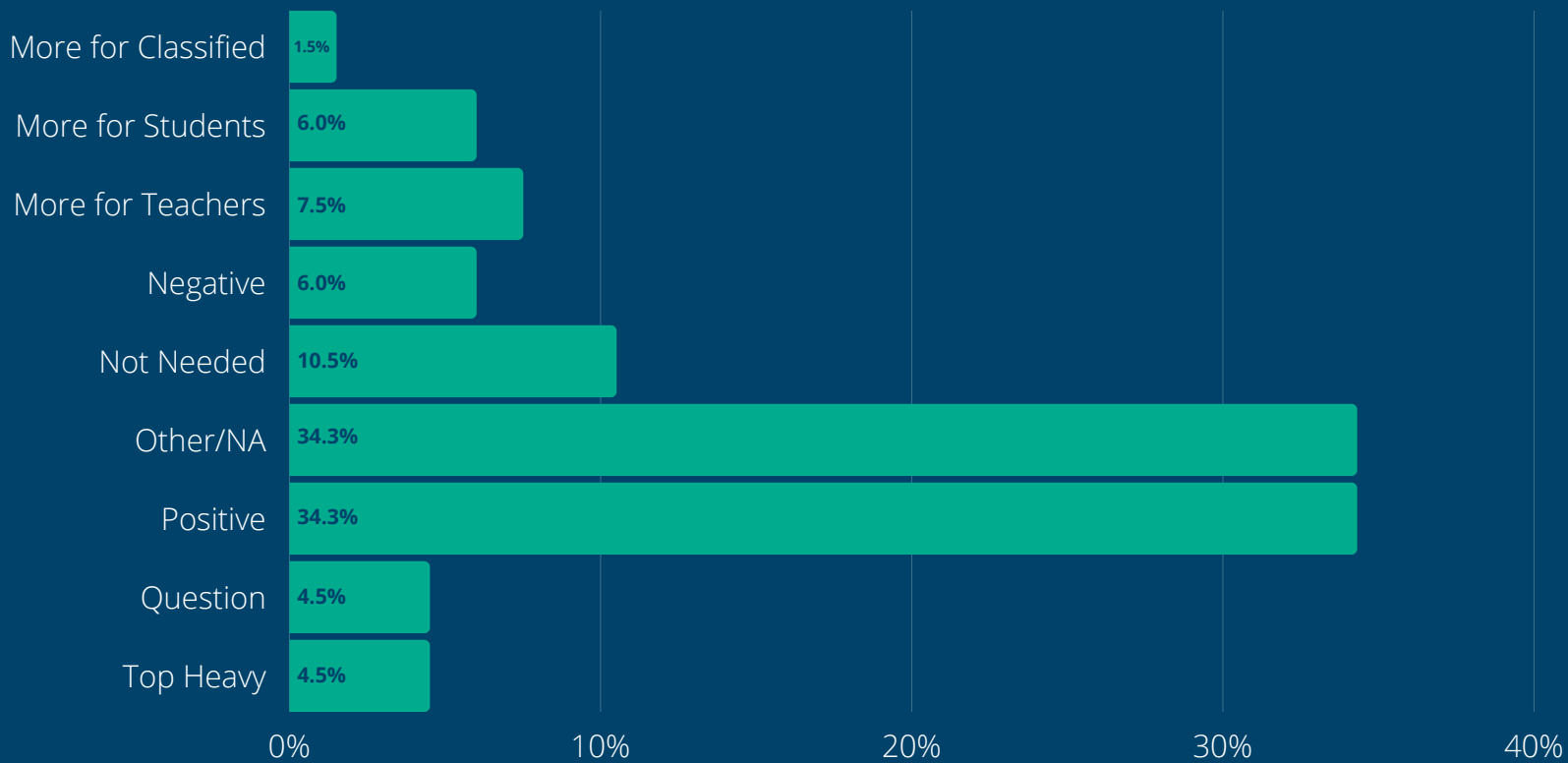
3.0

Business Affairs



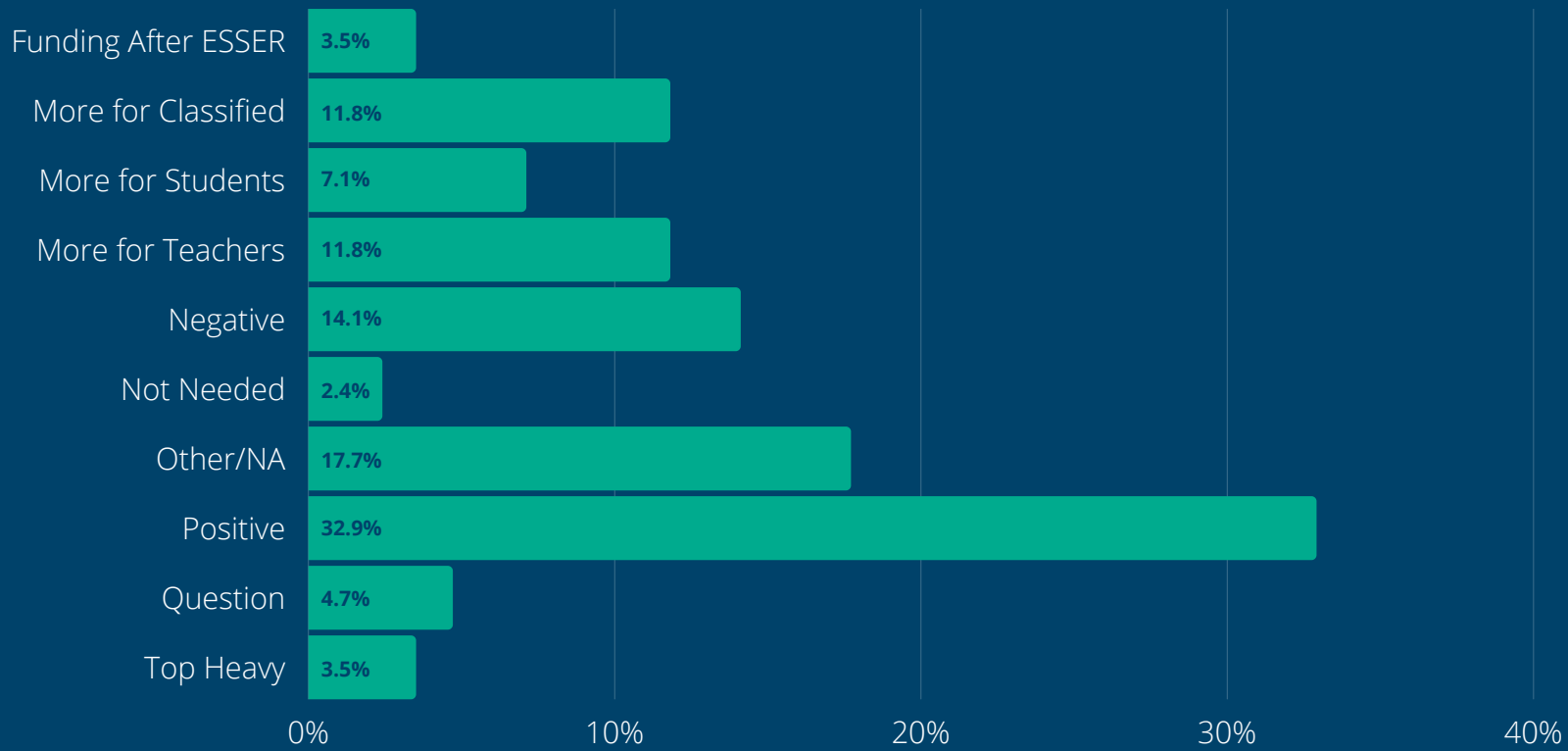
The Business Affairs portion of the ESSER plan received mostly positive comments, with the second-highest percentage of responses being **Other/NA**. Responses tagged as other were either blank, read as "no comment, NA," or were comments that were unrelated to ESSER 3.0 budget feedback. The Budget Affairs portion did receive a slightly higher percentage of responses that were tagged as **Top Heavy**, mainly because more people seemed to wonder specifically about the need to use ESSER funds to pay for ESSER accountants and payroll positions. Comments in the **Not Needed** category were similarly focused on the need for accountants to monitor ESSER funds. **Negative** comments were mostly not related to this portion of the ESSER plan, but appeared to be more negative about the plan overall. Similar to other portions of the plan in which there was a line item for furniture for a new position, there were a few negative comments about that line item.

Communications



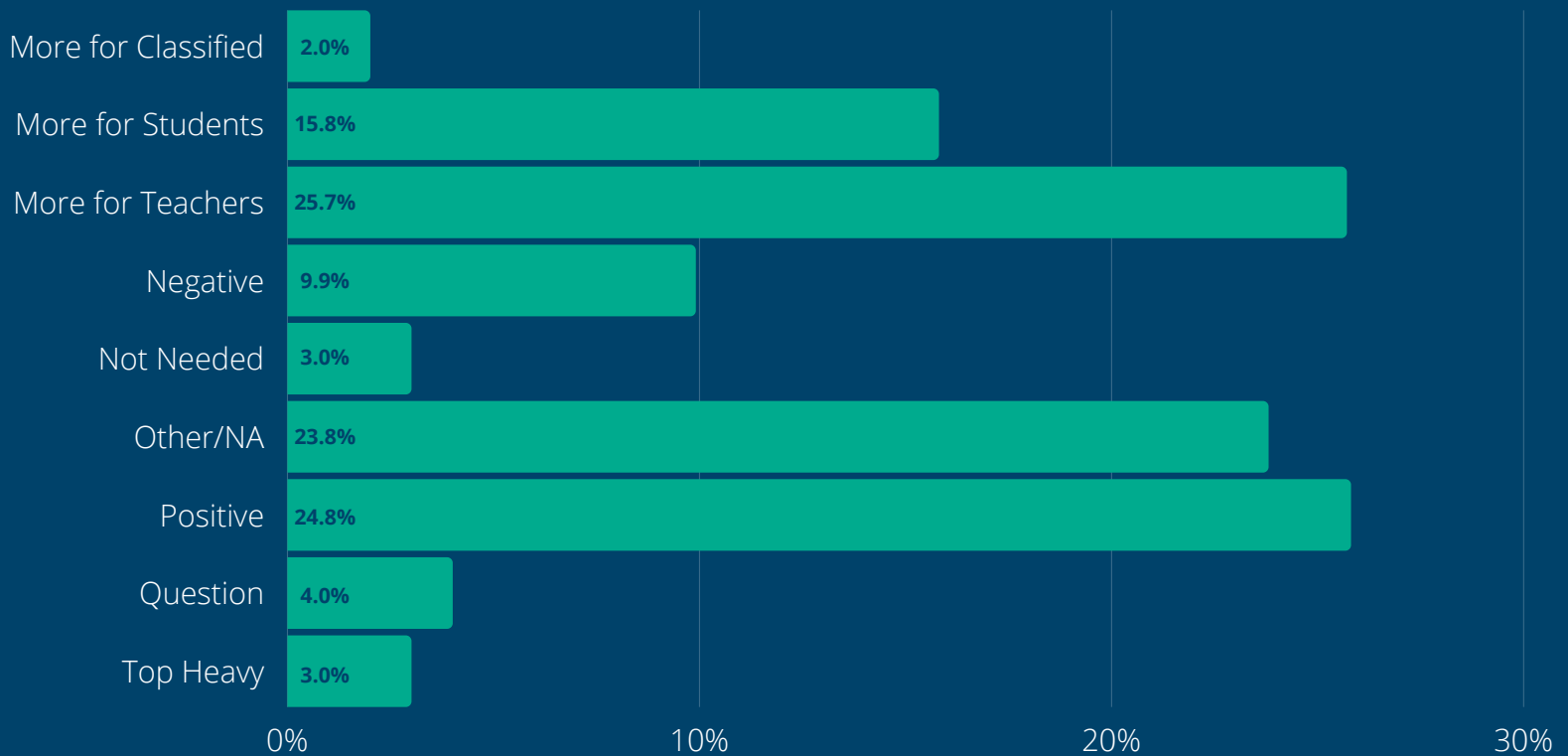
Similar to other portions of the plan, the Communications portion of the ESSER plan received mostly positive comments, with comments that were tagged **Other/NA** being the second-most frequent. Many respondents particularly appreciated the addition of a Parent Engagement position and highlighted that a focus on ensuring better communication with families from schools would be a great benefit to the district. Some respondents, however, indicated that neither the position nor the marketing tools were needed and said they were satisfied with the communication they received from the district. **Negative** comments were mostly not related to this portion of the ESSER plan, but appeared to be more negative about the plan overall. Similar to other portions of the plan in which there was a line item for furniture for a new position, there were a few negative comments about that line item.

Human Resources



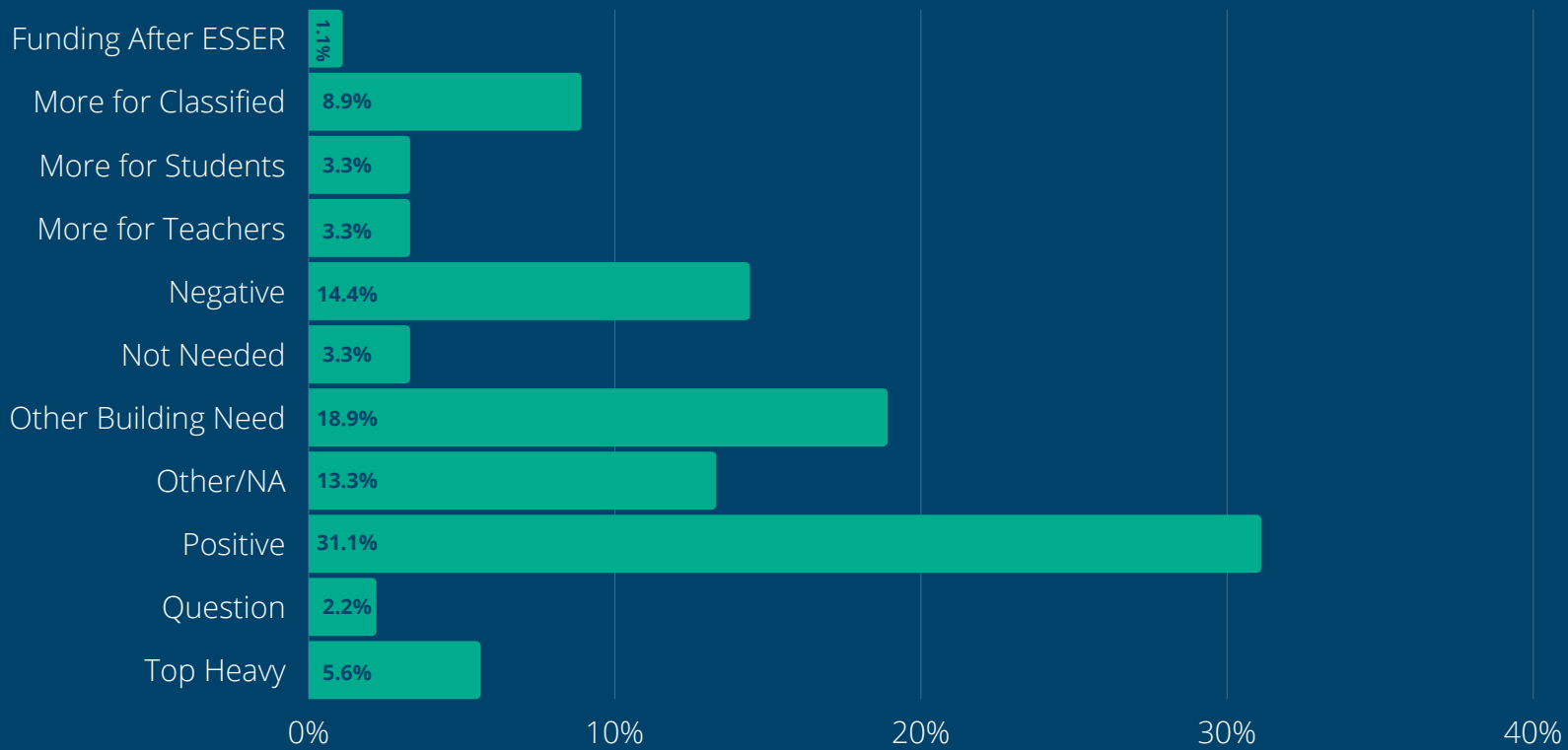
There were mostly positive comments in the Human Resources portion of the ESSER 3.0 plan, particularly on the focus on providing compensation and incentives for employees. Several respondents appreciated a focus on putting money toward recruiting and retaining classified positions; however, there was also a higher proportion of comments in this section of the plan that called for even more money for classified staff compared to other portions of the plan. There were also a larger number of comments in this part of the plan that indicated concern that a significant portion of the money seemed to be disbursed at the district level, not toward teachers. Finally, despite a positive perception overall of the attendance bonus opportunity for teachers, there were also some concerns that some employees would be automatically at a disadvantage from receiving this sort of bonus, particularly young teachers with children. Responses tagged as other were either blank, read as "no comment, NA," or were comments that were unrelated to ESSER 3.0 budget feedback.

Instruction



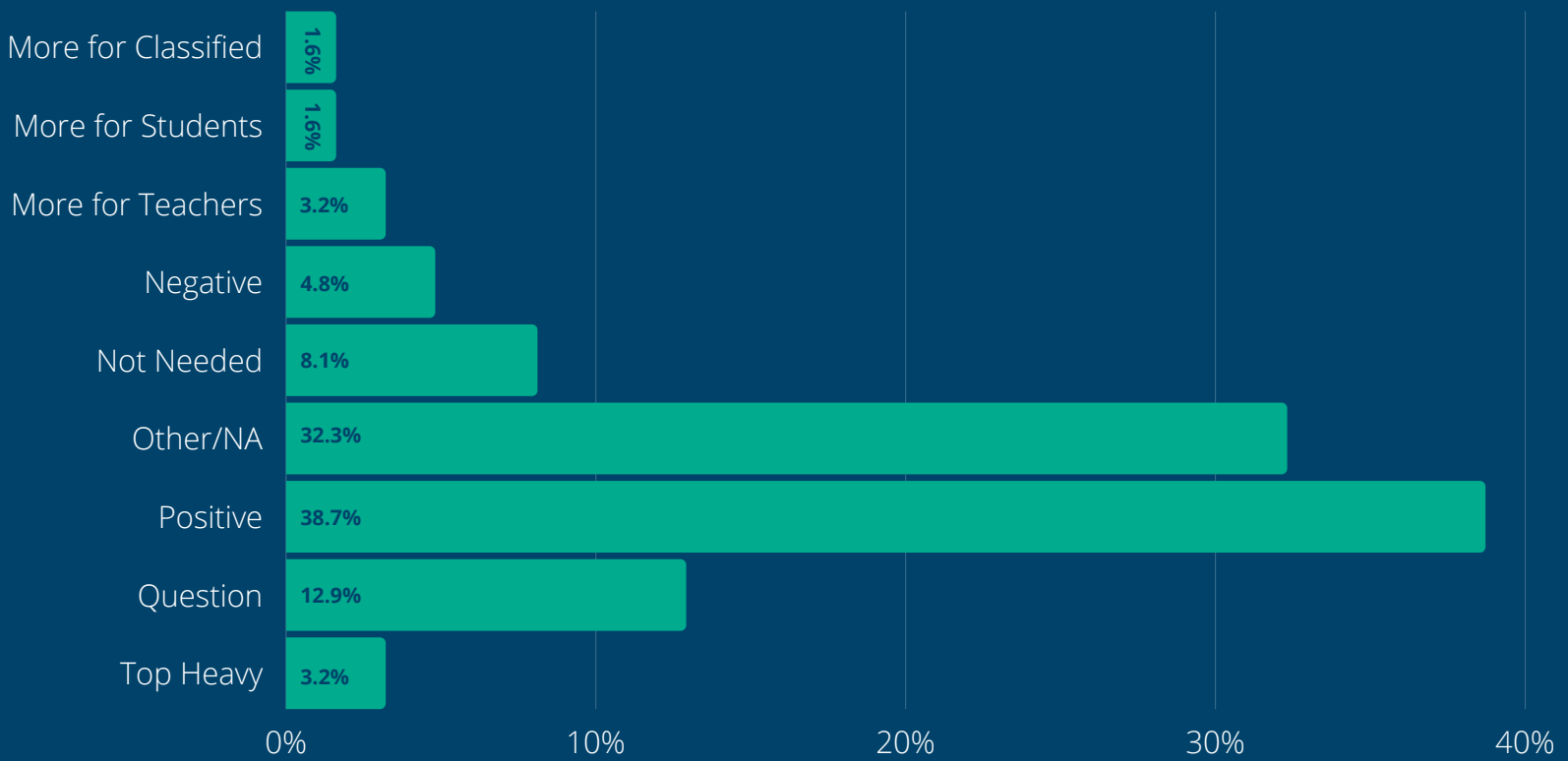
Positive comments for the Instruction portion of the ESSER budget included an appreciation for the focus on social and emotional learning and on recovering learning loss due to the pandemic. However, the largest proportion of comments in the Instruction section were centered on wanting **More for Teachers**. Specifically, respondents indicated a need to focus more on Related Arts areas - PE, and music/band especially. There were also several comments indicating a desire for more funding to be put toward teacher salaries or supplies. Additionally, some respondents indicated that the emphasis on social and emotional learning was too great and should go toward academics instead. There were also some negative comments about a continued emphasis on virtual learning. For those comments that indicated a need to focus **More on Students**, they were nearly all centered on ensuring there was enough funding to support students with special needs. Responses tagged as other were either blank, read as "no comment, NA," or were comments that were unrelated to ESSER 3.0 budget feedback.

Operations



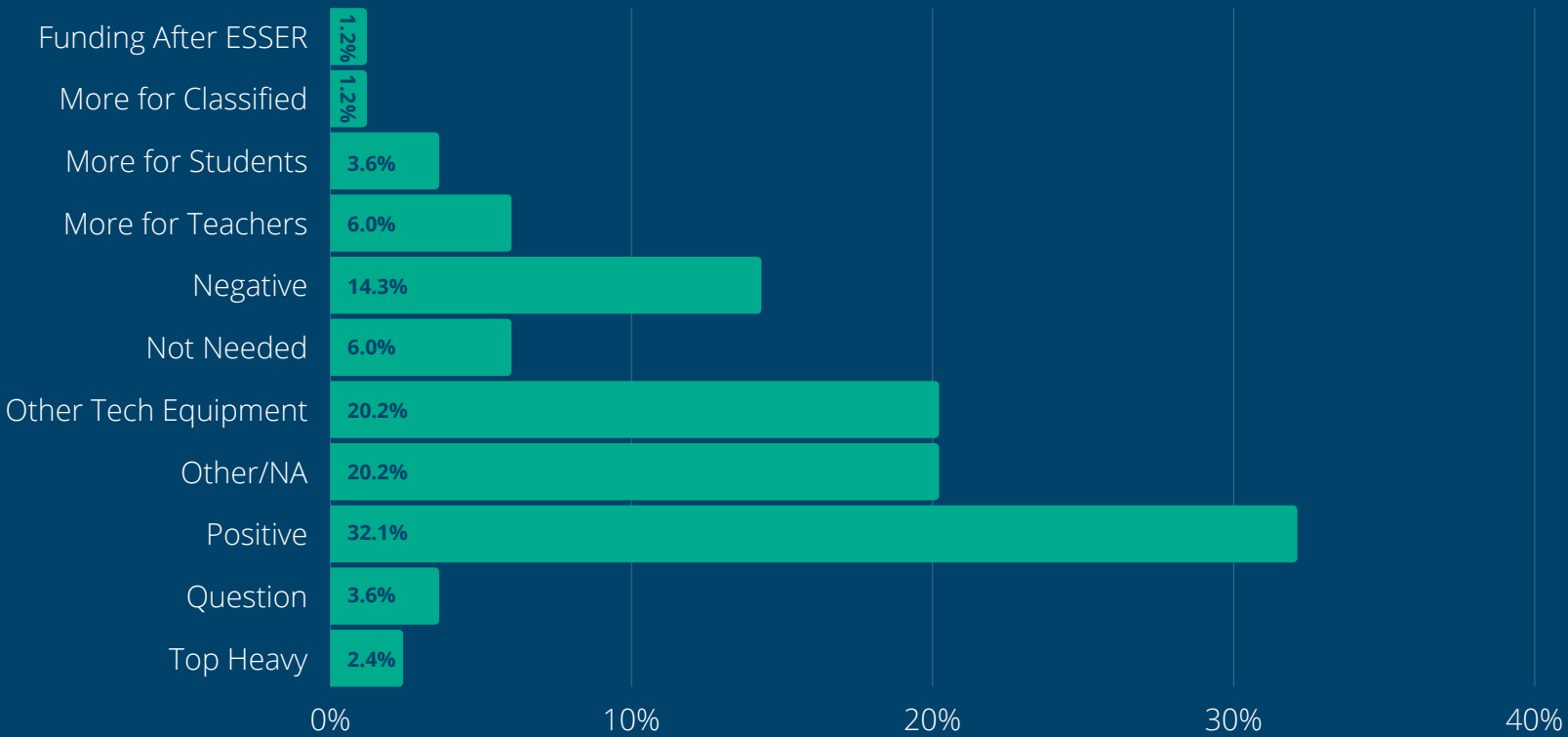
There were a large percentage of positive comments about use of the funds within the Operations part of the ESSER plan, and most respondents indicated they were pleased to see this funding go toward maintenance and building improvements. Unique to some other portions of the plan, there were several comments under this portion of the plan that suggested **Other Building Needs** - repairs to athletic facilities, repairing the Northwest High School roof, and upgrades for auditoriums were the most common types of responses in that category. Despite mostly positive comments, there were some respondents who felt that the amount of money allocated for this portion of the plan was too large. Responses tagged as other were either blank, read as "no comment, NA," or were comments that were unrelated to ESSER 3.0 budget feedback.

Student Records



The Student Records portion of the ESSER budget had the highest proportion of positive comments, with most respondents indicating this was a great use of ESSER funds. Both parents and employees reflected that they have experienced frustrations due to longer processing times with records, and they believe this move toward automated records will make many aspects of the district's work easier. Where there were negative comments, they were really more concerns directed toward a desire to ensure that there would be robust privacy guards for student records that are automated. Responses tagged as other were either blank, read as "no comment, NA," or were comments that were unrelated to ESSER 3.0 budget feedback.

Technology



Most of the comments for the Technology portion of the plan were positive, with respondents indicating an appreciation for even more focus on improving and enhancing technology available in the district. Where there were comments under **Other Tech Equipment**, respondents indicated that they would like to see funds used toward getting different ("better") devices for students due to problems they experienced with laptops this year. There were a few more specific negative comments in this section of the plan that indicated a frustration with our reliance on technology, a belief that we did not need to invest this much more funding in technology, or frustration with specific programs (SeeSaw, Esports). Responses tagged as other were either blank, read as "no comment, NA," or were comments that were unrelated to ESSER 3.0 budget feedback.