



Oregon’s Kitchen Table – ESSER III Set Aside Investments: Refinement Roundtables

INTRODUCTION and CONTEXT

On November 17, 2021, the Oregon Department of Education (ODE) partnered with Oregon’s Kitchen Table (OKT) to hold three online Refinement Roundtables to present the department’s proposed set aside investments under the American Rescue Plan Elementary and Secondary School Emergency Relief fund (ESSER III) and to solicit high-level feedback from educators, partners, and community members on how ODE might refine those investments. Over 1000 people were invited to attend. Simultaneous interpretation for Spanish and American Sign Language, as well as Spanish and English small-group facilitation, were available throughout the day.

Over the course of the three roundtables, nearly 100 educators, partners, and community members participated in the plenary sessions, and 65 people gave feedback in 14 breakout sessions designed to help refine the proposed ESSER III set-aside investments.

The first session of the day was designed specifically to elicit feedback from education partners, but representatives from school districts and education service districts, as well as community-based organizations were strongly represented at each of the three sessions. The participants ran the gamut from superintendents of school districts and education service districts to school principals and teachers to the staff of culturally specific community organizations. The names and affiliations of those who

participated in the small-group refinement conversations are listed in the notes contained in Appendix A.

At each session, ODE Director Colt Gill, Deputy Director Carmen Xiomara Urbina, and Assistant Superintendent of the Office of Teaching, Learning, and Assessment Jennifer Patterson presented the group with information about ESSER III, including federal goals, ODE ESSER III priorities, and the results of prior community and educator engagements that took place in the spring and summer of 2021.

Jennifer Patterson shared the 12 proposed set-aside investment areas. Those investment areas included:

1. Ambitious Teaching and Equitable Assessment
2. Building Career Connected Learning Systems to Accelerate Learning
3. Teacher Pathways for Bilingual Educators
4. State Leadership for Multilingual and Migrant Education
5. State Leadership for the Office of Indian Education & Nine Tribes – healing and grief support/healing ceremonies
6. High Quality Instructional Materials
7. Kindergarten-5th Grade Literacy
8. Scalable Models of Mental Health Investment
9. Jump Start Kindergarten
10. After School Learning Driven by Culturally Specific Community Based Organizations
11. Culturally Specific and Culturally responsive STEM Learning Opportunities
12. Intensive Program Investments

Following the formal presentations and the opportunity for participants to ask clarifying questions, the participants were invited into breakout rooms to respond to the following questions:

- What are you excited about?
- Are there any significant oversights?

Each breakout room was staffed by a facilitator, an ODE staff member to answer or refer questions related to ESSER III, and a note taker. The notes of those conversations are collated and attached in Appendix A.

This summary report sets forth high-level themes and recurrent feedback that emerged at the ESSER III refinement roundtables. The first section focuses on overall themes related to the proposed set-aside investments as a whole, and the second section highlights recurrent feedback related to specific investment areas. This report is not intended to tally and analyze every comment but rather to give ODE a sense of the themes that emerged over the course of the day. We would encourage ODE staff to review the full set of notes for a detailed sense of individual comments.

ABOUT OREGON'S KITCHEN TABLE

Oregon's Kitchen Table is a program of the National Policy Consensus Center in the College of Urban and Public Affairs at Portland State University, and was created by a group of non-partisan, non-profit community organizations dedicated to helping Oregonians have a voice in public decision-making. Oregon's Kitchen Table creates public consultations to allow Oregonians to weigh in on policy questions posed by elected officials and public managers. Oregon's Kitchen Table has been used at the state, local and regional levels to gather feedback from a wide variety of Oregonians using both an online survey tool to solicit input from thousands of participants and in-person community gatherings of various sizes and formats. The online survey tool is not intended to be a scientific study; rather it is one way to allow the public to share ideas, beliefs, and values with decision-makers.

We are committed to engaging community members from all walks of life – particularly communities that typically have not been represented or engaged in public processes--to achieve deep engagement. Using culturally specific and targeted outreach, Oregon's Kitchen Table has a particular focus on hearing from Oregonians who have been left out of traditional engagement processes. We work with organizers, translators, and interpreters so materials and online and in-person consultations are available for Oregonians who speak a wide variety of languages and learn in a variety of ways. We recognize that people bring all different levels of knowledge and

familiarity regarding issues and policies. We use approaches to ensure those who may not have as in-depth knowledge can still respond and share what they believe and have experienced.

OVERALL THEMES

In general, the participants were positive and, in some cases, very enthusiastic about the set aside investment package as a whole. Several people expressed appreciation and excitement about the forward-thinking nature of the package and its focus on equity. As one participant put it, “everybody is all in.” Another participant expressed appreciation that ODE listened to the community in earlier rounds of engagement and incorporated their ideas and feedback into the overall set aside investment plan.

That said, there was one question and two areas of caution that we want to elevate for ODE consideration.

In several places, people raised the question of who the investments are intended to serve. In particular, a few participants asked questions related to how the set aside investments benefit students with disabilities. Another recurrent question was how to reach and serve students that are currently out of school. We highlight this line of thinking so that ODE can respond to those questions in its communications.

With regard to cautions, first, several people raised issues related to the sustainability of the programs that are created or expanded by the ESSER III set-aside investments, particularly those that result in staffing increases. In several of the small-group sessions, participants mentioned the issue of sustainability or directly asked ODE staff about the department’s plans to make these new programs sustainable. One participant noted that there is a history of projects beginning strong and then faltering as time goes on and funding wanes. It will be important to communicate with partners and community members about the department’s plans to sustain the programs catalyzed by the ESSER III investments.

The second and perhaps most significant caution is related to ongoing stressors and the strained capacity in many – if not most – districts. One participant cautioned

that ODE should take seriously the fact that COVID is still significantly affecting students, families, educators, and other staff. Administrators, teachers, and staff have taken on extra duties associated with the ongoing pandemic, and schools are still contending with COVID-related expenditures. Many participants noted that schools are extremely short-staffed, often with limited or no access to substitute teachers or other essential staff (bus drivers, etc.) Along a similar line, participants noted that there is limited capacity in many districts to deal with the administrative requirements of new programs, including grant-writing, human resources, payroll, reporting, and other administrative needs. Participants indicated that they are short-staffed at virtually all levels of every organization.

On a related note, several participants shared that current staff are spread very thin and are suffering under the strain of overlapping crises. Many students have untreated or undertreated mental health needs, and there are significant behavioral issues in many schools across the state. The participants noted that teachers and other staff members are suffering from burnout, and it is taking a toll on their physical and mental health.

In addition to strained capacity in schools themselves, several participants mentioned that community partners are also stretched very thin and are working with limited capacity, particularly culturally specific community-based organizations and other service providers.

To summarize the overall feedback, there was significant support and enthusiasm for the overall plan, particularly if the long-term sustainability of the programs is ensured and if all vulnerable students are included. In the short and medium-term, however, there are significant and wide-spread stressors on both systems and people that could make the implementation of ESSER III more difficult. The participants urged ODE to consider that strain on capacity as it begins implementation of this and other plans.

INVESTMENT-SPECIFIC THEMES

The small-group conversations were not designed to walk the participants through the investments from start to finish; rather, the participants were invited to start in the place that had the most energy for them. As a result, some investments have significantly more feedback than others. That said, every investment was mentioned at least once as participants identified what they were excited about in the set-aside investments. In addition, no individual investment was singled out as particularly problematic or flawed. There were some themes related to individual investments, however, that we have noted below.

For ease of reference, we have listed the investments in order, though they were rarely discussed in order. We have not catalogued every comment, but elevated those that were repeated several times or arose in multiple contexts. Again, we would encourage ODE staff to review the full notes contained in Appendix A.

1. Ambitious Teaching and Equitable Assessment

This investment area was discussed less than some of the others. It may have been that participants did not know precisely what was included in the investment area. Several people were excited about it, however, and noted that it was directly connected to equity. Two things emerged that ODE might consider. First, at least some participants were not clear that “ambitious teaching” is a term of art with a particular meaning. Second, some participants shared that continuing education and training is a strain on teachers and districts at the moment, due to increased workload and very limited substitute teacher availability. In addition, some participants were also interested in learning more about how micro-credentialing might fit in to the state credentialing system. A couple of people wondered about whether micro-credentialing might also be expanded for special education.

2. Building Career Connected Learning Systems to Accelerate Learning

There was significant enthusiasm for this investment. Several participants noted that career technical education (CTE) can play an important role in connecting students to school. One participant said: “We are really excited about this one! We had students

who were never at school who are attending every day now.” There was also support for the position of a CTE Tribal Liaison, although some participants raised the sustainability issue, wondering how the position or positions would be funded once ESSER III funds were expended.

3. Teacher Pathways for Bilingual Educators

There was strong enthusiasm for increasing the number of bilingual educators in the classroom, and several people suggested connecting this investment to the Grow Your Own program. Again, participants raised the issue of workforce shortage and sustainability with regard to this investment.

4. State Leadership for Multilingual and Migrant Education

There was strong support for this investment area. Again, there were some questions about a sustainability plan after ESSER III funds are expended.

5. State Leadership for the Office of Indian Education & Nine Tribes-healing and grief support/healing ceremonies

Though this was not a heavily discussed investment, there was some strong support expressed for it. There were also some questions about how to best to connect with Tribes effectively.

6. High Quality Instructional Materials

Most of groups did not discuss investment 6 in any significant detail, though there was support when it was discussed. One participant noted that high quality instructional materials might help teachers broaden their curriculum in this time when there are so many other pressures in the classroom. There were a few questions regarding increasing the scope of the program, including whether the size of the investment is sufficient and whether the materials would also be available for online learning.

7. Kindergarten-5th Grade Literacy

This is one of the investments that drew the most enthusiasm from the group. Again, several participants emphasized the importance of sustaining these programs, and some participants wondered whether the investment was large enough.

8. Scalable Models of Mental Health Investment

Many participants emphasized the importance of this investment. One participant said that the investment “made her heart sing” because the mental health needs in her community were so great. There was tremendous enthusiasm for the connection to the community care coordinators. Once again, there were some concerns expressed about teacher capacity to take on another set of responsibilities. Rural and frontier participants, in particular, expressed just how limited their capacity was both in the schools and in the communities. There were also questions about micro-credentialing and how it might work with the state’s current credentialing system. A couple of people thought that the micro-credentialing program could also be expanded to include staff working in after-school programs as well.

9. Jump Start Kindergarten

There was a lot of excitement for the jump-start program and its potential. There was some disappointment, however, that there were not additional investments in other types of summer learning across the different grades.

10. After School Learning Driven by Culturally Specific Community Based Organizations

There was excitement about this investment area, particularly about the decision to directly fund culturally specific community-based organizations (CBOs). The group did raise a couple of capacity challenges for ODE’s consideration. The first is transportation. Several participants mentioned that they do not have reliable bus service after school due to staffing shortages. Second, several participants mentioned that there are limited numbers of culturally specific organizations in their communities and wondered whether mainstream community-based organizations (YMCA, Boys and Girls Club, etc.) with a focus on diversity, equity, and inclusion might qualify. Similarly, a few participants mentioned that culturally specific CBOs are also spread very thin right now.

11. Culturally Specific and Culturally responsive STEM Learning Opportunities

There was not a tremendous amount of specific feedback about this investment, though participants expressed general support. There were a few people who wondered whether STEM Hubs were the right place to center the work and whether it would be better off to give the resources directly to CBOs.

12. Intensive Program Investments

Because several investments were included in number 12, the feedback from the groups was somewhat scattershot. Nonetheless, most of the participants who mentioned the investments contained in number 12 were excited about them. Participants made positive mention of several of the investments, and there was not significant concern with regard to any of the investment areas. We encourage you to read the individual comments with regard to investment 12, however, since they are so particularized.

CONCLUSION

Overall, there was support for the investment plan in general and for each of the twelve investment areas. Participants seemed more passionate about or able to engage in conversation about some investments more than others, but no investment drew widespread or cross-cutting opposition.

The themes of inclusion, sustainability, and capacity were raised throughout the day and will be important for the ODE to consider as it finalizes the plan and begins work on implementation.

ESSER III Set Aside Investments: Refinement Roundtables

Appendix A. Breakout Room Notes

Set Aside Investments

1. Overarching
2. Ambitious Teaching and Equitable Assessment Statewide Project
3. Building Career Connected Learning Systems to Accelerate Learning
4. Teacher Pathways for Bilingual Educators
5. State Leadership for Multilingual & Migrant Education
6. State Leadership for the Office of Indian Education & Nine Tribes- healing and grief support/healing ceremonies
7. High-Quality Instructional Materials
8. K-5 Literacy
9. Scalable Models of Mental Health Investment
10. Jump Start Kindergarten
11. After School Learning Driven by Culturally Specific Community Based Organizations
12. Culturally Specific and Culturally Responsive Science, Technology, Engineering and Mathematics (STEM) Learning Opportunities
13. Intensive Program Investments: Continuing previous ESSER I & II Investments through 2024

Notes from group discussions

What are you excited about?

- 9: Appreciate jump start kindergarten--a lot of kids in foster and poverty; a lot of movement
- 0: Goals here are spot on (think about sustainability); appreciate the forward vision of the plan
- Work to rebuild Literacy framework is great
- 12: Great that we are providing funding and support for programs that are often

forgotten and these are a really important investment. Big shout out for the programs in #12 receiving the funds.

- 12: this will be helpful in our small community
- 0: Great plan
- 7: excited about literacy K-5 focus
- 8: makes my heart sing; so many needs and few resources; those we rely on aren't necessarily reliable
- 8: Absolute love opportunity to get our CCC to **link in** and provide care rather than stand alone--connect health and education directly; from the OWEB side, see tons of travel--connect ODE with OHA
- 8: health and education too often seem to speak a different language--need to plan conversations between the two systems so they work better (OHA--what is your commitment to the children with mental and behavioral health needs?) Could dollars as described create more clarity and support to create better linkage
- 7: Long time with early literacy--need a lot of work here; 4 million isn't enough; every K-2 teacher with a reading certificate
- 7: Early literacy: Challenge--kiddos coming into elementary without skills -- very important investment
- 8: Models of mental health, esp rural communities
- 2: Investments can draw in students who are standing back
- 0: Lots of excitement about the whole package.
- 2: CCL most important--needs to start 5th grade. EARLY. Get work experience; get jobs skills. Survey has shown the collective voice, stating need for experience and skills--students want a job.
- 2: that's what I'm most excited about--personally didn't know what I wanted to do professionally; having this will help a lot of the students we serve. This is the most important.
- 0: Appreciate the effort to look at systems building. Thinking about this money in systematic way is right. 5 priorities are right. Implementation is what will matter. We need to be gentle and put more effort into building partnership at the local level.
- 12: Supporting ESDs is critical, especially in rural areas; workforce investment boards can and should play a critical role

- 0: I appreciate the focus, the mix of forward-thinking and capacity building. I see this in the work that we have been doing. Appreciate the ESD funding, as that is really needed. It's pushing us forward. Organizations that need this support can help students and families.
- 0: really support what they said. Being forward-thinking and making investments. Addresses both emergency and long-term needs. I have lots of questions, but those may be for later.
- 3: Wondering about the teacher pathway for the bilingual educators; wonder if that is enough for workforce. May be more of a need here than the investment can cover.
- 0, 7, 9, and 10: love the K-5 literacy, K jumpstart, after school programs. If these programs require application, reporting, etc., there is a staffing shortage that will impact our ability to actually implement these programs.
- 12: summer learning. Processing and payroll, human resources, is a substantial lift. Wasn't aware that we were getting all of this money last year. There are a lot of good, culturally sustaining programs available. I don't know how much I am going to get. If we know early, we can plan for more. Literacy challenges in the early grades noted.
- 0 : appreciative of the inclusive nature for ongoing programs and forward-thinking.
- 4 : excited about this opportunity. Our ELs need more support and our outcomes are too low. Should be able to do math, as math is international. Thank you!
- 4: the sustaining is really important. All thumbs up!
- 5: general support shared with hand gestures
- 6: I love the inclusion of ethnic studies. Thank you for adding that!
- 7: thumbs up
- 11: General support
- 9: I am really excited about the Jumpstart Kindergarten. Our students and families need this support, so thank you!
- 9 & 10: excited about the extended day, extended year work. Summer school was much needed. Parents were very supportive. We don't have the staff to drive the buses right now. Kids get on the bus at 6 AM and don't get home until 5 PM in some cases.
- 2: We are really excited about this one! We had students who were never at school who are attending every day now. Pape is sponsoring Woodburn, as they want

bilingual drivers and have given them clothing and support. It's very exciting!

- 2: We need staff. That said, the CTE work is really exciting. Our communities want this, even before middle school in the county. Might help students continue to work and live in our rural communities.
- 3: It's good that it is in here. Concerned about how to sustain these systems beyond 2024.
- 5: This is great to have. It is likely long overdue. Will there be any guidance for how to connect with Tribes effectively, without liaisons, or mediators in place?
- 8: need these supports for staff, students, and families. Our students have lost someone, they've been through quarantining over and over, a lot of trauma.
- 8: This is a vital set of resources. This is an area that we're really excited about.
- 9: (Clapping) This is a really great one! Having the elementary teachers come over to the Preschool Promise programs and vice versa. It's exciting to see how children who go through those programs are doing!
- 10: We are excited about this one, though transportation is a challenge
- 11: Important work. One of the challenges is having our CTE programs learn how to work with students from diverse background, help students feel more at home in those programs. For example, students from different cultures respond to questions in different ways.
- Glad ODE called out students with civil rights protections especially regarding accessibility.
- Shoutout to ODE for ASL interpreter
- Excitement for investments in serving our most vulnerable students
- Two-week early start for Kindergarten
- Important focus on our youngest learners; regional programs, K-5 literacy, EI/ECSE
- Like the K-5 literacy -- it is at the core of the core.
- I'm most excited about the K-5 investment in literacy.
- The investment in mental health and the pathways for teachers piece and appreciate the comment around SPED bc we really need it
- Appreciate the spirit of the investment (#2). Building off of existing structures and strengthening the infrastructure. Focusing on equitable outcomes for CTE could be really important for our state. -

- Really appreciate the focus on frameworks and quality state wide
- Library revitalization grant -- how do we ensure that we have a trained media specialist in our libraries?
- Appreciated the targeted support for culturally specific groups (and also looking for more for students with disabilities)
- Parent engagement (though, engagement from schools to parents can be a challenge and engagement efforts have been weak)
- Mental Health for students (did not see this for staff)
- In process of opening extra PreK classrooms and the funding can help us strengthen the classrooms
- Excited about the big picture and the CTE Career Connected Learning opportunities. This will allow us to connect with our CBOs and key partners on the CTE career connected opportunities.
- Excited about the STEM Hubs
- 0: From the ESD/district perspective, the additional funding has allowed the ESD to provide services we haven't been able to afford, nursing and mental health especially
- EI/ECSE programs weren't sure if we would get funding so that is exciting!
- Regional Inclusive Services (RIS) Opportunity to support student senate bill 53 and how we can better support these students
- Being able to expand or provide services we haven't been able to with needs exacerbated by COVID, although guideline and guidance, we have opportunity to better develop local needs. We are grateful for that and it's exciting. Appreciate the transparency
- 1- This aligns to what we are already doing. Micro Credentialing. Interested in what the state system looks like and how it fits to what we are doing
- 2- We have Siletz tribe in our area and EI/ECSC classrooms- hopefully we can see some projects arise from this investment.
- 3- As a child of a family of migrant farmworkers I think this fantastic- Challenge is the ability to access programs- my question or feedback is recognizing there is a contingency of staff that still need full time job and ability to go to school- support districts in GYO programs and surface barriers to make tuition dollars available to staff.

- 3 & 4- We are driving this work at ground level and looking at helping EAs become teachers and how to create a diverse workforce and leverage the support- Question- What do you see when ODE says “new office” for MEP and multilingual programs?
- 8- A huge need in the state and opportunity to look down below Kinder and address Pre and EI/ECSC programs.
- 8- Opportunity to look at mental health models under various sources, division 22 etc. to partner with federal and state mental health providers, to intersect and align concept systems, can we make that better to reduce the burden of different systems. Look at and align the difference between mental health model and counseling framework.
- 11 - After School learning is usually fee based and this reduces that gap. Are the grants competitive or formula- hoping it will be formula especially for small districts
- 0: Opportunities for SPED (+1)
- 0: Opps for students, Love jumpstart idea, early learning and all opps for underserved kids.
- 12: contract programs
- 6: 2 million seems low for high quality IM, this could be doubled, there is lots of need here
- 8: this is a worthwhile investment
- Number 2- building career connected learning systems, shifting this to the middle school level is a fantastic opportunity
- Number 3- teacher pathways for bilingual educators as connected to the Grow Your Own Program. This will support ensuring that students in our district see a reflection of who they are in their teachers.
- Summer learning and after-school learning - with the initial allocation with ESSR funding, there was great success with community partners that had not previously been available (specifically culturally specific organizations).
- Holistically, there are many opportunities for partnerships and helping our underserved youth, e.g. students from tribal cultures.
- Taking a look at career development and CTE toward middle school- as students are starting to think about why they are going to school this is a good time to have this programming.

- At the level of an ESD- there are opportunities throughout this plan that span varying needs of students to allow for ESD to create additional opportunities for district support e.g. planning with ODE, offering PD, teacher pathways
- Even in the areas where ESDs are not clearly named in all of the areas (outside of 12), there are many opportunities woven throughout for ESDs to support these initiatives.
- Number 6- the development of curricula, while we have a lot of tools, teachers have a lot on their plates and thus move back to what feels safe, so having a focus on high quality instructional materials broadens opportunities and interesting things to be opened up because of this focus.
- Career connected piece- as a CBO there are opportunities to grow this, particularly at the middle school level and within the after-school and summer space to give students freedom to students to explore.
- Love that afterschool is going directly to CBOs.
- Great to see workforce readiness located on the career connected section.
- Statewide data dashboard and discussing it and having it not happen has been very frustrating -- this is desperately needed so seeing this investment sounds like a great idea.
- Love the format of what we identified for investments, but there is space for more targeted resources for other groups. For example, Investment 3 (adding other groups to these pathways)
- After school and money for CBOs
- This will help with Bridging the COVID gap
- Jumpstart Kindergarten
- Micro Credentialing program - counseling - linguistically diverse (usually don't get services). If there were multilingual teachers they would get services.
- 10 -Super excited about after school investment - need the whole community to support students - this shows appreciation for the work being done by the CBOs.
- 6) There was a proposal and some conversation about looking at Oregon Teachers developing course work that could be used across the state. I hope that is what this investment is aimed at. Oregon teachers build some great courses for all to use. More courses in the OER.
- 3) excited about bilingual education pathways

- 0) proud of ODE for addressing the needs of students and community.
- Increase funding in regional programs and EI/ECSE- really important
- Finding bilingual staff and the Bilingual pathways investment
- Appreciate the focus on mental health (and it isn't enough)
- Overall layering of equity work. Centering money around equity reinforces what local school district are trying to do around equity
- Migrant education focus is important
- CTE component for tribal and indigenous students
- Excited about money available for certain needs
- One of the grants I manage-- was interested on how money is distributed
- LTCT is included in funding, see how we fit in
- Saturday academy- provides STEAM 2-12 - Interested in summer and after and how communities will be included
- Excited about receiving money- first district they are part of where they saw this/
- Literacy framework need a review because done before online; too many literacy programs were basal; reconvene a group to see if it's up to date; many things missing earlier--phonemic and phonics. Still have a site-based adoption model; very limiting when not coordinated. Inadequate ESD knowledge. More Robust role for the state with adoptions.
- 2: Fabulous! Connects with what we are doing locally and our hope to bring it to lower grades
- Investing in community partners and culturally relevant CBOs resonates (10, SEL)
- Excited about summer learning (10) and jump start (9)
- Bilingual teacher pathway is intriguing (3)
- Investments to implement Ethnic Studies standards (6)
- K-5 literacy framework (7) definitely needs updating.
 - Need to look at science related to K-2 reading and how to implement in classroom
- Overall direction ODE is taking and aligned to goals; excited about a lot of it
- Excited about After School (10), Mental Health (8), and Summer Learning (1)
- It resonates; some kids will need more time to learn. Time to do this before/after

school will be important (10) and relying on community partnerships

Are there significant oversights?

- 0: Workforce investment is one possible oversight (also echoed above)
- 0: sustainability is my concern
- Looking at pre-k programs--could some of these funds be used for facilities? Sustainability would come in staffing.
- 0: has a sense that Covid would be well behind us, though; Reality is that we will continue to navigate Covid has very real implications for each of us
 - For instance, spacing for lunch
 - Anything put into the plan need to be considered in terms of physical constraints at the district level during Covid
- 0: This is very professional development heavy (right place but teachers are burn out)
 - What needs to be done on the front-end to work collaborate with OEA given teach burn out--front end support for mental health; must show we are serious about caring for the workforce.
- 0: foundational backfilling that will be needed to be done to realize the value; how it's rolled out will really matter--have seen it red hot on the front end then it peters out; would rather "less deeply" than "more poorly." Need to be able to convince parents of the value of public education; rebuild trust.
- 0: Get creative: Paying people for their time and other non-traditional strategies
- Attention to the roll out and attend to the current infrastructure needs and circumstances to be successful in implementation
- Workforce issues need attention
- 0: recruiting and retaining special education teachers. We have huge shortages in Southern Oregon. I appreciate the pathways, but I would like to have special education be a pathway as well. I know four educators who just quit. They just walked out. It is hard and the impact of COVID has been substantial.
- 0: agrees about recruitment and retention being missing from this effort
- 1: expand the micro-credentialing to include special education?
- 0: Our state assessment only includes English and mathematics. It would be nice to have state assessment components that are actually measuring what we are teaching.

It looks like kids in Woodburn cannot read, which is not the case at all. Our students are reading in Spanish and Russian.

- 3: wondering about bilingual educators. How can we build staff whom we have in place? We grow our own. We have a partnership with Pacific University that has been a great source for our bilingual staff. Our district has worked really hard on that. It is more challenging at the secondary level, especially in science and mathematics.
- 4: Large contingent of 17-18 YO out-of-school youth. We have dual language programs that are great. For a lot of them, Spanish is their second language, if they know Spanish at all. They often don't live with parents. What education opportunities are developmentally appropriate? Survival is a priority for them, difficult to interest them in ELD services, or other classes. They're enrolling because they have to, but feel that they need to work. Say that they are in debt already. Worry that they're being exploited.
- 12: Can any of these programs be customized for out-of-school students? That would be great.
- 12: As part of the Early Intervention/Early Childhood Special Education line item in Key Investment #12, I would like to advocate for more/quicker access to assessment for preK children who are demonstrating signs and behaviors needing early intervention services. For PreSchool Promise classrooms, which are designed to be inclusive, we are seeing children with significant behavioral and developmental needs, but the wait for ESD assessments and appointments is significant and it is challenging for preschool programs to serve students and families.
- Teacher pathways - include teachers for students in special education and include specialty areas (physical therapists, etc.). A lot of teacher/specialist shortages
- Micro Credential addition for SPED
- Accessibility within digital curriculum
- All children are able to participate in the Jump StartK. Staffing can be a hurdle often. We have to think about all kids in these settings.
- Supporting ESDs in providing special education services for districts (funds to provide this). How are ESDs able to support for students who need an OT, PT, SLP?
- Specialized staff in all programs-- after school, summer, etc. They need to be inclusive.

- Building pathways for all teaching areas especially in rural areas
- Building in more UDL
- Budgeting for after-school and summer programming (for 1:1 nursing support) so that ALL students can participate. These are often unbudgeted expenses for districts. How do we ensure access and support for after school programming (1:1 nursing) and frontloading the programming and the budget allocation to meet the student needs
- ESD funding
 - ESSER II funds for ESDs end a year earlier than the ESSER III -- this includes communication with districts
 - Districts need to understand regional programs for students for specific needs --we need to raise the level of funding in this area
- Pathways - No pathways, programs, endorsements for media specialists which is required by Division 22. Also the case for Deaf and HOH--no university programs for this area.
- Assessment accessibility needs -- Braille and ASL Interpreters are needed (also for instructional material)
- Importance of narrowing a broad field of resources in order focus on quality of digital materials and accessibility (it's not only text-to-speech)
- K-5 literacy needs to be prioritized - needs to be at the "core of the core" -- Professional learning. How are we supporting school leadership on literacy?
- Need to focus on retention not only recruitment for teachers and leaders. We need more mentorship programs for this statewide.
- PLCs for the hard to fill positions
- K-5 literacy. But I think we need more money for it. We also should think about how to do PD later - 2023.
- I love the library revitalization grant and we need full time TL to support it.
- Did not see anything called out (investments) for students who are impacted by a disability.
- Preparation for general education teachers to teach students experiencing disability (high quality inclusion and inclusion practices)
- Districts may need support on how to best engage parents

- Experienced teachers leaving the profession can contribute to the deficit around parent engagement and grow your own efforts can support the profession in getting teachers, but there is a struggle to fill the needs now.
- Would like to see more of the funding outside of the ODE walls
- Don't see afterschool network included --money seems like it is going back to districts and ODE
- The way that afterschool funding is defined is limited. Funding is going to culturally specific groups but not the CBOs (i.e. boys and girls clubs) who also serve those groups. Funding in general that is outside of the 4 walls of ODE - want to see more of the carveout and embrace of CBOs as strategic partners.
- Concern about burnout and people being spread thin. Parents are also choosing different schools/programs for their children due to student's needs not being met
- How do we use the one time funds to get the momentum that we need?
- 0: Helping ESDs remain involved; supporting districts in accessing funds
- 12: Level of investment in day treatment schools, marginalized and complex needs for wraparound supports; staffing challenges in these programs are dire; hoping to see a greater investment here; students attending social emotional learning schools/day treatment settings
- 12: this is a start; need for add'tl investment here
- 10: Summer learning funding feels very specifically targeted.
- 6: Online programs and increase in enrollment - what are we doing to ensure a rigorous, culturally sustaining program in this space? What about evaluation of high quality digital curriculum (comprehensive)?
- 1/8: leverage micro-credentialing for collaboration with bargaining organizations
- 1: How are we coordinating PL work regionally? Right now this investment can't occur based on staffing shortages and limited capacity.
- 3: Coordinate with grow your own - this may not just apply to bilingual staff; can we broaden this definition? Any staff that would like to go from para to licensed staff member. Bicultural and those who are interested in high need positions (SPED specialists, especially).
- 7: what can this level of investment achieve? Other states (Tennessee) have taken a much more prescriptive approach - direct instruction in big 5 is a moral imperative. I

see a lot of whole language in classrooms. Don't see a lot of teeth here.

- 7: We don't have support for secondary literacy (e.g. a reading specialist on staff). Increased investment to expand to other grade levels.
- 8: not sure this investment level rises to the challenge - we are in crisis;
- 10: this will be a bandwidth issue - who will run these? Who can we partner with? How do we ensure the funding is allocated to the right organizations regionally? (+1 - capacity, sustainability to provide this support- applies to 11 also)
- 12: regional inclusive programs - other entities run these besides ESDs
- Disappointed that summer learning is only two weeks and only pre-k there is oversight here as this is not addressed at a systems level. Summer learning
 - Successes that occurred last summer with a more elongated, expanded, and broadened opportunity:
 - Last summer there was a 4-week program with a partnership between the district and YMCA
 - During the summer spanned all grades (K-8) in both participation and benefit within a 4-6 week time period.
- Disappointing that the other 2 mil is only going to STEM/STEM Hubs instead of other CBOs - there is oversight here as this is not addressed at a systems level.
- Some of the priorities that were named (by ODE Director) aren't fully coming through in the investments, particularly with 1) family and community engagement and partnership, 2) sustainability --- some of the investments don't seem sustainable unless you are talking about a large investment
- Number 12- long term care and treatment, the amount spread across the entire state- it is unclear as to whether or not this will have any powerful impacts at that funding level.
- It is unclear as to why the amount was allocated to each investment so it is unclear about whether or not certain investments will make an impact.
- Funding allocation generally seems to
- 2.2 to STEM Hubs- specific call out for STEM is great, but it is not clear on where the investment is going within the STEM Hubs e.g. programming, where as it could go to organizations that are doing the teaching with students (professional development for staff, summer programming, adequate support for programs to access the

resources they need, support to build capacity within program) → so the oversight is that this amount could make a huge difference for programs (CBOs) doing this work while it won't necessarily make a huge impact on STEM Hubs

- The work happening in STEM Hubs does need sustained funding
- Investment 1- statewide data dashboard- More money into something that hasn't produced something yet is a difficult investment to stand behind as it has been discussed for quite some time but not yet happened.
- Micro Credentialing- think about how this can be expanded to include after-school staff as without thinking about this in partnership this is a missed opportunity.
- Investment 1 - speaks more to students; what is the expectation for our educators. Something that spells out equity.
- Investment 3- An extension for marginalized BIPoC programs
- 8) Focus on additional underserved groups (Black/AA and Latinx) for instructional materials and mental health
- Timely interventions during the day for secondary students
- 10) How does ODE spend the way it's supposed to be spent-- and that the money is going to the right students.
- Invest beyond Summer programs - it is difficult to find teachers for these programs
- Professional Development w/ CTE programs are redundant - secondary students have unfinished learning - we're losing them in high school, need support students during the instructional day - there is a gap.
- Students in juv detention programs - African American students have disproportionate rates - who ensures money is properly allocated?
- Refugees - specific focus on students who have not had previous education (without including in Special Education)-- aging out of programs
- What are you thinking for unallocated EI/ESCE?
- Investment 4: How are you planning on deepening the knowledge and how is that going to trickle down to our districts?
- Stipends or financial incentives for multilingual teachers
- Mentorship programs for teachers
- Lack of diagnostic tool to assess proficiency in specific academic areas
- Migrant programs - Refugees - With no education have special needs and meet them

where they are to get them where they need to be. Systemic issue that has been going on forever. They need an assessment tool to find out where they are.

- Teacher shortage in rural areas - Stipends for teachers in smaller districts.
- Discusses consolidating resources to collectively combine resources to assist one another in the district.
- TSPC at the local level honors licenses from China, but doesn't honor licenses from other places. They let some people teach from Spanish speaking countries.
- 8) will there be additional mental health models specifically targeted to marginalized students and communities?
 - Response from ODE staff person: Investing in community of care models that are very effective. Increasing mental health literacy of educators, CBO and partners. Offering training that would lead to micro-credentialing to increase ability to engage in mental health supports - need to increase skills immediately.
- 8) In some rural areas, are you looking to expand into places like the county mental health department or taking it into the schools/esds? Concerns about being so short staffed and additional services called for.
 - Response from ODE staff person: Talking with OHA and partners - still building this out. Micro-credentials will be for teachers and educators. But also for community members and CBOs.
- 8) These mental health services are critical, but the teacher capacity to take on more is stretched thin. It might be more helpful to partner with agencies that offer help - and not add it to teacher duties.
- 8) What range of services are we going to provide? Hard to hire, large classes, fewer teachers, adding more work, concerns with the balance.
- 0) We are in a staffing emergency
- 0) The thought that there are more teachers out there to hire to take on the work, is a myth. Few candidates in new teacher programs, teachers leaving the profession early.
- 8) Does any of this go toward Grow Your Own programs?? Would be nice to add funds to those types of programs...
- Are there places where more investment should be made?

- 10) after school programs additional supports to hire people or grow our own
- 8) allow for CBO staff to participate in trainings. Social/emotional mental health are needed. Following pandemic students need support.
- 0) Hard to hire in all positions - CBO
- 8) Identify additional funds to tap into CC students to have more practicum based work study. Paid internships to work in schools for those students that may see mental health support as a future career. Use micro-credential to all this.
- 12) Early intervention support: Thinking of the shortage and that people don't seem to even know that early childhood intervention services exist. Need to recruit in this area as well.
- 3) bilingual speech therapists is a huge need
- 3) Grow your own has a call out for pathways. We could augment these pathways.
- 3) Bilingual is important for speech therapists!
- 3) Grow Your Own has a call out for developing bilingual educators - perhaps a supplement for that.
- Teacher development CTE programs are also places we may find teachers.
- Big need for staffing and personnel and safety in our classrooms. We are doing a lot of things to attract people and we need to hold onto the people we can have. Bonus retention opportunities.
 - We can't even run a full five day week for our most vulnerable students.
 - Not just general staffing, there aren't enough specialists, school psychologists, bilingual staff, practitioners
 - Response from ODE staff: Unallocated portion is the only portion that could be used for this. If we spread the frosting across all of Oregon for staffing bonuses it gets too thin. Do you have any ideas or suggestions?
 - Struggling with staffing for specialized services - perhaps help pay for staff to get credentialing
 - Perhaps use resources to help pay tuition to reduce barriers and encourage specialized
- ESD vs regional programs? Have both been considered?
 - Response from ODE staff person: Yes, the majority are ESD, but not all.

Allocations are posted on the website.

- Is there funding for students with disabilities in the funding pot?
 - Response from ODE staff person: No, those recovery services are not targeted here. Federal government accountability is a factor, OESO is heading up recovery services for students with disabilities.
 - Use attendance or offer testing for accountability?
 - Advocate for use of summer learning funds for recovery services for students with disabilities.
 - Prioritize over prek jump start?
 - Yes
 - Could include prek in summer school programs
- Mental health support - staffing issue
- I don't think so
- Need support on better ELD--students in isolated communities; too many not getting what they need.
- Bilingual staff needs to be expanded to include more languages and community supports
- Mental health--lots of disconnect at the CCSO level because of loss to private practice; losing support that was available. SEL learning specialist with broader licensing could be helpful to at state level
- Not just culturally based organizations (not available in all communities) YMCA for instance may be hiring diverse staff members and creating partnerships with schools and should be supported in this
- Very little about early learning--exc Jump Start
- Wonderings about micro-credentialing; unless there is validation behind it that makes it transferable across districts
- Education has fundamentally changed in the last few years and I am not sure this package reflects that
- All investments are worthwhile; nothing particularly innovative
- Summer learning appears only for kindergarten
- Students who are neuro diverse need to be factored in too

- Mental health investment should include LGBTQ students (8)
- Sustainability of investments around supporting migrant and multilingual students (4). If staff goes away, what then?
- Staff and schools are strapped for time so finding time for professional learning will be a challenge. Need to be cognizant of that in planning. This feedback primarily around summer professional development
- Staff giving up prep times to cover classrooms; no capacity to go to PL. Think through ways to address this, like additional time to use funds, barrier created by lack of substitutes.
- Haven't talked much around first two priorities under unfinished learning (1) and (2), may be because these aren't the most exciting. Instructional framework (1) may need more definition around whether this is for instructional best practices for historically underserved groups, including LGBTQ students; wondering about alignment with legislation requiring state to have an LGBTQ plan. Are there elements of that plan that could be funded via instructional framework (1)?
- If you were to prioritize what families and students need, instructional framework (1) is not at the top of the list; echoed by another participant
- 2: not sure if tribal coordinator is what kids need right now; from district perspective, they need more time implementing SB 13. This would have greater impact if (a) lessons were built out at all grade levels and (b) districts are devoting a lot of resources to stand up, including building teacher understanding / capacity; Is there a way to bolster SB 13 implementation here?
- Curiosity around mental health (8); excited about community care coordinator pilot project; What does Phase 2 look like? trusting that three pilots are sufficient to get the information to inform Phase 2 and get to statewide scale, and if not, how do we bridge the gap?

General

- Clarifying question: many one-time, short term investments; a few that are more to people (wondering about sustainability of these investments--notably SPST/CTE and staffing) --can you provide the estimated cost to sustain? [will be much smaller to sustain than stand up]
- Could funding be used for existing projects? Particularly the jump start K?

- People are drained
- Think differently about how we offer PD
- Sub shortages have created lots of challenges
- “Everybody is all in; hit the nail on the head. Challenge is the infrastructure to lift this up and attend to current circumstances”
- Must be attentive to current conditions on the ground, such as with OEA
- Congresswoman Suzanne Bonamici provided access to national context that showed participant that this labor issue is nationwide
- Believe ODE understands the situation we are in now--As we are in the implementation phase of this--use existing systems (COSA, etc)--not more meetings--to support understanding regional variations in initiative impact to see any oversights in roll out and implementation.
- Challenge of keeping staff at charters; train them and they go onto nearby school. Really appreciating from ESSER the funding for charter schools and for keeping staff.
- 2: Internships would be great, but our state regulations hinder this greatly. They are not allowing student 16 being able to run coffee machines. it’s very limiting for students.
- I would like to have the state, ODE reserve some money for travel and get out and see the entire state. There are such differences and has been so many new people brought on, that I would greatly appreciate them coming out and seeing the state. so they can see the amazing things and challenges that we all have. (State staff to visit frontier schools and other schools outside of I5)
- Frontier STEM hub is a lifesaver and amazing.
- Appreciate the systems thinking represented in the ESSER plan. Implementation will be difficult.
- 0: Implementing these programs will benefit our students a lot. Capacity is available.
- 0: How will ODE interface with schools of Ed? Support young teachers. Retaining staff is very difficult--it’s all about leadership. What are we going to do to support leadership?
- 0: sometimes we get people from other states and they don’t have a master’s degree and they are not well appreciated because there are not many COE’s that offer bachelor’s degree credentialing. Right now salaries do not compete for the cost of

earning a master's degree. Could we be more creative in this areas?

- 0 - Working through an ESD as a consortium like the SIA process has been very helpful
- 0 - will each of these key investments require applications (concern about staff shortage and paperwork, processing, reporting, etc.)- Cynthia: we are doing everything that we can to make the impact of districts as low as possible.
- 1 - what is the intention of this investment? Response from ODE staff person - Coordination and network to maximize access to information about trainings and other resources. Registration, calendaring and vetting process. Making sure materials match our instructional framework. First year building technology and processes. Acknowledge challenge of time for teachers to access PD right now. K-5 focus, partnering with those who can engage now. A lot of statewide networks existing, trying to link investment to practice. Response from ODE staff person - microcredentialing is very exciting, esp around Mental Health and MH literacy. Tools needed for staff, how to take care of students, teachers, staff. Quality information about culturally responsive teaching also critical. Focus on high levels of quality, rigor and support systems for success.
- 4: this is really development at the state level? Carmen: yes, it is unbelievable that we do not have an office of migrant education. We have 1.5 FTE for Title III. We will be making a proposal to the legislature to sustain this work, too. We'll build the architecture, then sustain.
- 6 - Are the examples shared as exclusive or general? the curricula must be specific to particular contexts. Response from ODE staff person: we are in conversation with the legislature, as standards need curriculum and professional development resources to actually bring the standards to life. This is an infusion to support those efforts.
- 6 - Participant shared an example of "Mexican-American Studies" as that is specifically framed, whereas "ethnic studies" is still framed in the dominant culture perspective.
- 8 -what does this mean, in a little more detail? Response from ODE staff person: Hoping that the micro-credentialing is clear (health promoters). The second piece, in the now, so teachers can have access to increasing mental health literacy. Working with multiple districts of different sizes. Working with communities, as well. Need to take a clear dive and investment to address at least level one supports (counselors are needed). Shay: most ESDs have set up leadership on that. Keeping that group in the

loop would be a good idea.

- 9 - is Jumpstart Kindergarten universal or targeted. Response from ODE staff: Title 1 schools.
- 9: how does this mesh with the KIT program? Response from ODE staff: we'll get back to you, great question.
- 10: this would be presumably a grant program to the organization? Response from ODE staff: Yes. And, in partnership with school districts, or independently? Response from ODE staff person: still in the design process on that right now. Internal advisories. Collaboration with districts and CBOs, expanding it to other areas. Guidance on our refugee communities is needed and we're developing our own plan to support them.
- 10L Disconnect between district strategic plan and after school programming (CBOs). SEL, enrichment, AND, we can't do literacy on our own. We really need their support. Response from ODE staff person: we have four pillars: 1) academic, 2) culturally relevant academics, 3) leadership, and 4) getting back to communities.
- 12 - Underscores the ESSER-based principle of supporting incarcerated youth, using wrap around supports.
- 0: the sooner we can know our allocations, the better!
- 3: assessment and testing that is required does not capture the level of skill that staff have, as well (with regard to licensure, etc.).
- 0: recognition that we are struggling in rural areas with retention and recruitment. This directly impacts student learning and impacts. Need support recruiting and retaining staff. I never thought that I would be competing with McDonald's for employees. I cannot find EAs right now. Need to replace a teacher and an administrator next year. Directly ties to high quality instruction.
- 0: If we put these programs in place, what happens when ESSER funds go away? How can we sustain these programs?
- 0: Pushing the EAC to look at the grow your own funds for smaller districts/ESDs. Response from ODE staff: EAC has the foundation and this is an infusion into that architecture. There is a legislative commitment to the EAC. Also a demonstration of the high levels of need. We are in a borderline crisis in rural communities for recruitment and retention. Our students stay within our communities. This is an extra push of resources to be able to build that in partnership with the EAC

- 0: there is also no housing. I don't know how the state can help with that, but that is also a significant challenge.
- 0: when the funding works via competitive grants, the smaller ESDs struggle. I don't have a grant writer. I can't compete. Hopefully through the EAC and this infusion, we can sustain that for the long term.
- 0: ESSER-III is much more structured, which is good but also not as flexible. I need to know where sustainability in funding can happen. We'll take full advantage of what we have.
- Be aware that districts are not in a place to fill out another application for funds
- What is going to be tight and what might be more fluid and use around ESSER III
- Support for districts on how to code this (in preparation for audits) -- include training on this to districts. What are the different categories?
 - ODE has done an excellent job on some of the ESSER visuals - but need the next step "How will you actually code that?"
 - Suggestion to partner with OASBA
- We have reports due that we don't have the templates for yet.
- Participant shared model for inclusive kindergarten training - 4-day intensive with follow up support
- For PD, potentially push into existing spaces where networks are already established.
- What should TSPC be looking at for elementary principals for early literacy development? Concern about longevity (one-time funds)
- Concern about mental health needs of educators and the burnout factor
- Concern about re-creating a sense of community with not being allowed into the buildings
- What does culturally specific mean for an organization like Boys and Girls Club especially in areas where there are not as many culturally specific CBOs.
- Tell districts to direct their funding to support/partner with CBOs
- Struggle with grow your own because the partner organizations in mental health and counseling are also competing for the same staff. This is a real challenge in rural areas.
- As the money comes down, will there be continued opportunity for these collaboration and conversation?

- What does future engagement look like for this? - “Nothing about us without us” making sure that these voices are at the table when this money is allocated
- Are there still opportunities to give input on the 90% for districts?
- Parents want to know: How does this make a difference for my students in the classroom?
- Pressure to get the plan done and not a lot of community involvement in the development of the district plan
- 3- Questions- Is this for existing teachers or the college student pathway?
- 2- Question- What do you see when ODE talks about the “new office” for MEP and multilingual program.
- 5- Question- The investment makes me wonder because of the MEP discussion- Do we have a director of Indian Education?
- 6- Question- Do you expect the process will be the same with digital resources and OER? How does OER intersect with other digital resources and content (math, etc.)?
- 11 - Question- Are afterschool the grants competitive or formula- hoping it will be formula especially for small districts
- Participant shared via chat: Formula based to be kind to districts and not require competitive applications that small districts do not have the staff capacity to complete. Also, if the reporting requirements were synthesized either for combined reporting or staggered reporting deadlines that would help districts and business offices as well. Thank you!
- ESDs need to make sense of this for their districts; Is there a general investment for ESD operations? To coordinate resources among smaller district. We will need base funding to staff that. Asking specifically around smaller ESDs.
- 5: Support this, don’t have enough context, knowledge to provide specific input.
- Question: If future funding does not come in the same amount for summer programming, how are we ensuring that this is sustainable?
- Question: Is there more information on the pilots - mental health, connection, micro-credentialing in order to more deeply understand these initiatives, how long, where, etc.
- Question: How was the amount within each investment arrived upon/allocated?
- Question: What is being specifically included within the data dashboard?

- Doing the jumpstart in the winter/spring/summer rather than just summer.
- How are districts applying for and getting these funds and allocating \$ in the right places?
 - Districts got \$ then were required to submit a plan for how they would use it with community engagement, unfinished learning
- Accountability for districts is a theme.
- We are not seeing in our districts where the money for ESSER III is located.
- Lacking communication on what is happening with these funds from Districts
- Providing affinity space - and ensuring compensation for bilingual/bicultural
- Many appear to be for ESD providers, and additional set aside for ESDs - in the unallocated. Does this mean ESDs would be able to choose some of the projects to be a part of? Seems like a lot of the work we are already doing. Specifically \$8.5M ESD regional contract. Will this be separate applications and allocations? *From a procurement standpoint it seems like they should be rolled into one.*
- Not perfect, but proud of ODE for addressing the needs of students. Listened to the community and put it into practice. We are seeing action taken on the feedback we have been providing.
- CTE SPED liaison would be a helpful resource. Echoed by multiple participants
- What are the root causes of our staffing crisis?
 - Student loans?
 - Salary issues all around
- How critical of a need is safety connected to student behavior?
 - Incredibly important- huge
 - Possibly part of the problem with staff retention
 - Community members and temporary do not stay
 - Students refusing to engage - fighting, swearing, disrespect, interactions between students escalates rapidly, spitting, kicking, throwing desks, emotional behaviors escalated,
 - Highest level of suicide ideation and attempts seen
 - Self-harm
 - Aggression to targeted groups (LGBTQ+) - harassment

- Very little about early learning aside from Jump start
- Wondering about micro credential- means nothing at state level, why set money aside for it?
- All investments are worthwhile but nothing in there for changing education needs nothing new
- Community based org heard a lot about community-based programs and summer looks like more focused for K and feel other learners can benefit from it as well, summer break gap and others
- Different ways to look at credits innovative learning, etc.
- For children in day treatment need more specifics when we get to spend money, we don't see the category in need, staffing being one, temporary solutions are short lived, 10 day is too short of a limit.
- How do we get money for personnel? How do we raise their rates?
- Broader curriculum- statewide curriculum needed.
- There are a lot of opportunities hope that these investments are useful
- Make sure that we are reassessing and understand that education is different from pre-covid
- Not sure ESSER will be appropriate to address staff shortage, also teacher preparation programs- we anticipate 500 teacher short compared to graduates, not considering the current leaves
- Something that helps us replenish workforce, also innovation in education so the new teachers can relate
- Wonder how is the state going to measure, especially jump start Kindergarten, very useful but not a lot of real learning, just behavior assessment and getting acquainted.
- Is the state thinking how they will assess the results?
- This is our opportunity to change schools so it works for our students
- Listen to our really young people--they learn differently
- Can unfinished learning and summer learning be braided together, or are they separate siloes? Echoed by another participant

- Staff capacity: what is flexibility of using funds? What are the parameters for thinking creatively about staffing to meet students in the different buckets (e.g., 4 and 8)
- Curious about note at the bottom around unallocated funds (12), but otherwise it made sense