

**Focus on the Future for Kids Community Advisory Committee**  
**Final Synthesis Report**  
**August 26, 2021**

**Focus on the Future for Kids Community Advisory Committee Members Involved In Synthesizing Input and Preparing The Following Report:**

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**Focus on the Future for Kids Community Advisory Committee Process**

The Focus on the Future for Kids Committee believes the Focus on the Future for Kids is a shared vision of what the community wants for schools. Focus on the Future for Kids Community Advisory Committee reviewed input provided by stakeholders and compiled a list of common themes identified in the forms provided from input sessions held by Community stakeholders. The Committee synthesized community input between August 19 and August 26, and prepared this report of our synthesis of 62 community input forms. The Planning Team tasked the Committee to answer the following questions:

- What do the participants in the Focus on the Future for Kids Community Input Initiative believe should be true for kids' education?
- How do the participants in the Focus on the Future for Kids Community Input Initiative think the \$770M in Federal funds should be used to jump-start that vision?
- What outstanding questions do the participants in the Focus on the Future for Kids Community Input Initiative have that they want to be answered?
- How did the CAC decide what Themes and Responses?

The Committee reviewed all Community Input Forms and discussed independently notated repeated topics and themes.

The Committee identified topics; Committee members listed keywords and phrases that identified themes, such as "pre-k" under "Early Childhood Education."

The Committee acknowledged several keywords could be interpreted and included in different themes. The Committee discussed the context of the themes that stakeholders could interpret differently to promote understanding of the topic, upon which the Committee articulated a theme or several themes.

The Committee did not have access to accurate population size data because the number of participants was not provided on all forms. The Committee was unable to determine a precise representation of the participants involved.

All themes identified have been included in no particular order.

### **Questions and Concerns of Focus on the Future for Kids Community Advisory Committee**

The process to gather community feedback could have been improved. For example, stakeholders may have been unaware of the input sessions and unable to provide input. The decision-makers may collect information to which the Committee does not have access. The Committee synthesized only the community input forms provided.

As per federal requirements, funds should not be conflated with general funds allocated for this purpose with programs and services not meant for the federal government's stated purpose, and/or to fund general programs seeking to serve "all students" equally without regard for the Title I and other governing ed policies Care Relief funds were meant to be used for.

### **Acronyms in the Community Input Forms**

AAVE: African American Vernacular English

AC or A/C: Air conditioner

ACEs: Adverse Childhood Experiences

ACT: American College Test

AED: Automated External Defibrillator

AP: Assistant Principal

AP: Advanced Placement

APIA: Asian and Pacific Islander American

ARP: American Rescue Plan

ARPA: American Rescue Plan Act

BIPOC: Black, Indigenous, People of Color

CCSD: Clark County School District

CIS: Communities in Schools

CTE: Career and Technical education

DACA: Deferred Action for Childhood Arrivals

DFS: Department of Family Services

ELL: English Language Learner

ESL: English as a Second Language

ESY: Extended School Year

GATE: Gifted and Talented Education

GSA: Gay Straight Alliance

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Plan

IT: Information Technology

JA: Junior Achievement

JAG: Jobs for America's Graduates  
LGBTQ+: Lesbian, Gay, Bisexual, Transgender and Queer or Questioning  
PBIS: Positive Behavioral Interventions and Supports  
PBL: Project-Based Learning  
PD: Professional Development  
PK: Pre-Kindergarten  
PLC: Professional Learning Community  
Pre-K: Pre-Kindergarten  
PTA: Parent Teacher Association  
RTI: Response to Intervention  
SAT: Scholastic Aptitude Test  
SBT: School-Based Team  
SEL: Social Emotional Learning  
SOT: School Organizational Team  
SPED: Special Education  
STEAM: Science, Technology, Engineering, the Arts, Mathematics  
STEM: Science, Technology, Engineering, Mathematics  
TESA: Teacher Expectations and Student Achievement  
UV: Ultraviolet

### **Topics and Themes Identified**

#### **Equity**

- Apply and use the funds equitably, centering the voices and requests of those historically and disproportionately excluded, especially students of color.
- Close opportunity, access, and funding gaps for at-risk, low-income, minoritized, and historically marginalized student populations like students of color, BIPOC communities, ELL, SPED, LGBTQ, communities that experience the conditions of poverty.
- Identify equity needs related to funding, personnel, wraparound services, and resource allocation for schools in rural communities.

#### **Transparency & Accountability**

- Transparency and accountability for educators and school leadership and CCSD district level administrators.
- Transparency, communication, and accountability for development of the decision making process, the allocation of funds, the expenditures, programs and outcomes of investments made.
- Transparency and accountability in the communication processes.

#### **Health & Wellness**

- Access to SEL, mental health tools, and prevention resources to support physical/emotional/mental/social wellness for students, families, and educators, accessibility to healthcare, thus allowing learning to be the center of Focus.
- Access to highly qualified, culturally responsive, mental, behavioral, and physical health care professionals, counselors, psychologists, social workers, mentors, school nurses, and support staff.
- Integrate social-emotional learning and cultural education to support the well-being of students.
- Provide mental health tools and prevention resources to support social-emotional wellness and mental and physical health.

### **Staffing and Personnel**

- Building and diversifying educator pipeline – recruit, hire, competitively compensate, and retain diverse, highly qualified professionals.
- Diversity and representation among teachers and leaders so that the student population see themselves reflected in leadership.
- Adequate staffing of teachers, specialists, librarians, support/classified staff, technology staff and other professionals.
- Compensation, incentives and bonuses to ensure quality education and services, with an improved adult to student ratio.
- Smaller Class Sizes

### **Professional Development**

- Provide educators, district leaders, specialists, and staff with professional development tools to practice perspective-taking and empathy to build connections with students.
- Assessments, accountability and resources to ensure quality teaching.
- Promote positive school environments.
- Provide cultural sensitivity, unconscious bias, and restorative justice training to leaders and educators.
- Ensure training on technology and software programs and provide services to enable and support educators to facilitate distance/hybrid learning.

### **Wraparound Services**

- Wraparound services and community engagement that bring services into schools and homes.
- Engage and bring in support services from diverse, community-embedded practitioners and organizations with experience working with diverse student populations.

### **Support, Strengthen, and Promote Culturally Responsive Community Engagement & Partnerships**

- Coordinate culturally responsive community services & resources.
- Promote community business partnerships.
- Educational opportunities to enhance parental/at-home involvement in education.

- Workshops to promote community involvement and engagement with diverse communities and stakeholders.
- Effective communication of information, ensuring access in multiple languages, and not utilizing jargon in communication practices.
- Increase partnerships with diverse community organizations that represent our diverse community.
- Business partnerships provide enrichment and impactful experiences.

### **Special Education**

- Provide inclusive, differentiated well-coordinated support services & resources (early intervention, more adult assistance, assistive tech, cameras for liability, accessible spaces, quiet rooms, etc) to increase student academic success.
- Compliance in Individualized Education Plan (IEP) and 504. Provide support services and resources to ensure compliance.
- Ensure accessibility in all spaces for all members of the community, such as closed captioning.
- Empower all students to succeed and provide culturally-responsive and rigorous curriculum, resources and support for Special Education, English Language Learners (ELLs), Gifted and Talented (GATE), and all students with diverse educational needs.
- Reduce overrepresentation and disproportionate labeling of Black students in subjective Special Ed categories like “emotionally disturbed” for typical behaviors of children at any given age group. Issues of inequity push black students toward prison and poverty pathways.

### **Localized Decision Making and Autonomy**

- Assess and ensure diversity amongst decision-makers that represent our diverse student population.
- Promote localized decision-making, including school leaders' ability to make decisions.
- Diverse and culturally responsive School Organization Teams (SOT) that are recognized and represented with oversight from the Associate Superintendent.
- Diverse and culturally responsive Parent Teacher Associations (PTA) that are recognized and represented.

### **College & Career Readiness**

- Provide access to schools, resources, and support for career, vocational and technical education programs.
- Expand college application, readiness programs, services, Career Technical Education (CTE), STEM programs, vocational and trade programs.
- Provide pathways to support college and career readiness for all students.
- Provide access to guidance counselors to help students with college readiness, such as writing essays.

### **Extracurricular & Enrichment**

- Integrate extracurricular activities & enrichment programs that develop talents and interests.
- Include electives into regular curriculum.
- Athletics, art, music, and other creative offerings made accessible for students.

### **After School Programs**

- Access to free after-school programs.

### **Tutoring and Mentoring**

- Identify and expose gaps in education and provide support and resources to facilitate filling the gaps.
- Development and implementation of services & resources to increase student academic success.
- Promote student self-advocacy.

### **Quality of Education**

- High quality teaching methods, programs and curriculum meeting the differentiated and individualized needs of the student.
- Culturally and historically responsive curriculum & training – create, promote, and sustain a welcoming and inclusive community.
- Recruit from diverse cities.
- Improved response to intervention (RTI) to improve outcomes for all students.

### **Curriculum**

- Literacy, financial literacy, SEL, Gardening, Robotics, Life skills, home economics, drivers education , exploratory learning and project based learning (PBL) program expansion and support.
- Ethnic studies and Multicultural courses and standards.
- Expansion of GATE Program.

### **Facilities/Infrastructure**

- Infrastructure to ensure physical safety, well-being and equitable learning opportunities – construction, maintenance, and repairs of buildings.
- Protocols to maintain a healthy and safe learning environment.
- Update A/C or filtration systems.
- Address the infrastructure and facility inequities in underserved areas and vulnerable communities and populations.

### **Culture**

- Facilitate a culture of inclusiveness, respect and anti-bullying and anti-racism.
- Facilitate programs and processes to eliminate sexual harassment and abuse.

### **Cleanliness and Sanitization of Facilities**

### **School Policies**

- School policies to promote culturally responsive, social emotional learning, such as dress code, restorative justice policies.
- Keeping in compliance with legislation such as for Section 504 and IEPs.
- Promote racial equity in policy development and implementation.
- Culturally responsive social emotional learning.
- Promote LGBTQ+ in policy development and implementation.

### **Restorative Justice Programs**

- Address School to Prison pipeline.
- Students specifically mentioned discipline processes, ie. not suspending for tardiness, not feeling safe with police presence and feeling schools are run like a prison.
- Training to educate authority figures and leaders to de-escalate situations.

### **Transportation**

- Robust transportation systems to meet the unique needs of students.
- Purchase buses and means of transportation needed, considering long-term use, such as “green buses”.

### **Distance Learning and Hybrid Learning**

- Educational model (online, in person, hybrid) meeting the unique needs of students and parents assisting children.
- Parent and Guardian support with technology.
- Providing reliable access to broadband technology to ensure distance learning access.
- Distance learning access to high-quality education, including Advanced Placement courses, diverse electives.
- Distance Education Support Services, such as technical support 24/7 in multiple languages.

### **Technology**

- Access to technology and technology resources, including paper, chrome books, sports equipment, music equipment.
- Broadband access that is reliable
- Workshops and educational opportunities to support family's technical knowledge to assist students.
- Eliminate Access Gaps Currently and Historically Existing for Underserved and Vulnerable Student Populations

### **COVID 19 Impacts**

- COVID exacerbated vulnerabilities in communities that need to be addressed.
- Provide support services and highly qualified professionals should be provided to address mental health concerns, including stress and anxiety due to COVID.

- The lack of access to technology like broadband and working chrome books was an expressed problem. Provide access to functioning technology and support services on how to use it.
- Community outreach to identify the vulnerabilities.
- Guidance and support services to facilitate the use of technology provided.
- Provide transparency on plans to sanitize and ventilate schools moving forward.

### **Early Childhood Education. Early Intervention**

- Inclusive & equitable early childhood education opportunities to prepare for academic, social and emotional learning success.
- Preschool, All Day Pre-K and All Day Kindergarten in areas with working class families.
- Early intervention.
- Early assessments for individual children.

### **Nutrition**

- Healthy and nutritious meals for all students.
- Food security.

### **Long Term Vision**

- Establish and develop a plan with a sustainable long-term vision.

### **Community Questions and Concerns that did not fall under a main idea or theme, but are necessary to note**

How were people notified about this process?

How can we ensure that more community members have their voices heard in the future?

How will CCSD communicate, provide transparency and accountability for tracking and reporting the funds that will be allocated, and who will have access to deploy the funds to assist the students directly and monitor the outcomes/benefits from the investments?

How can the process for community input be improved to ensure accountability, inclusivity, and equal representation?

How can CCSD keep the community informed by elaborating on the decision-making process to allocate the funds?

When and how will the District release information regarding the spending of funds?

How can CCSD ensure principals, teachers, support staff, and leaders have professional development opportunities to help assess viewpoints and biases to be culturally responsive and effectively communicate and engage with diverse families and community members?

How will CCSD ensure a truly equitable distribution of funds?

Students asked: "Are teachers or school counselors even trained?"

How will CCSD ensure transparency moving forward?

How are underserved and vulnerable populations being represented and supported?

How is CCSD improving the teacher pipeline and encouraging opportunities for professional development, diversity, and advancement with staff?

What strategies and assessments are being implemented to find solutions to ensure connectivity and technology access is equal?

How is the District accountable for COVID safety and sanitation protocols?

How will CCSD provide a solution to reduce the school-to-prison pipeline?

How will CCSD implement better counseling, social-emotional learning, mental health, and professional help on campus?

How is CCSD working with other local agencies, local governments, and organizations to reduce redundancy, leverage resources, and maximize efficiency?

How can CCSD increase community engagement and integration and leverage community resources?

What can CCSD do to develop a clear pathway for community partners to offer wraparound services?

What can CCSD do to develop a clear pathway to becoming a part of the procurement process to contract with the District?

Has CCSD identified critical one-time payment projects or efforts that could produce long-term results?

What will CCSD do to address the overcrowded, outdated, old schools that are not adequately maintained or renovated?

How will CCSD improve relationships and communications between adults and students?

How will CCSD address the lack of socialization for the younger students and those with special needs during virtual education?

What kind of assistance will schools offer to distance education students?

How will CCSD continue to combat bullying and cyberbullying?

How can CCSD efficiently track and record how the funds are being dispersed to each school in the District and report the spending of the money at each school?

Stakeholders felt questions on the forms were limiting.

The process for capturing community input should be improved.