



Adventurous Thinkers, Collaborative Learners, Kind Hearted Leaders.

Prioritizing Pandemic Relief Funds

Governing Board Presentation - April 20, 2021

Federal Pandemic Relief

Legislation	Designated Funding Appropriation	Creighton Total Allocation
The Coronavirus Aid, Relief, & Economic Security Act (CARES) - March 2020	Elementary and Secondary School Education Relief Fund (ESSER I)	\$3,335,000
	Governors Emergency Education Relief (GEER) <ul style="list-style-type: none"> Enrollment Stabilization Grant (ESG) 	\$1,900,000
The Coronavirus Response & Relief Supplemental Appropriations Act (CRRSA) - December 2020	Elementary and Secondary School Education Relief Fund (ESSER II)	\$13,453,000
American Rescue Plan Act (ARPA) - March 2021	Unspecified	\$20,000,000 estimated

Allowable Uses

Enriched and Accelerated Learning Opportunities for Children

Extended learning experiences
Materials
Technology tools
Mental health services
Parent and family engagement
Professional development

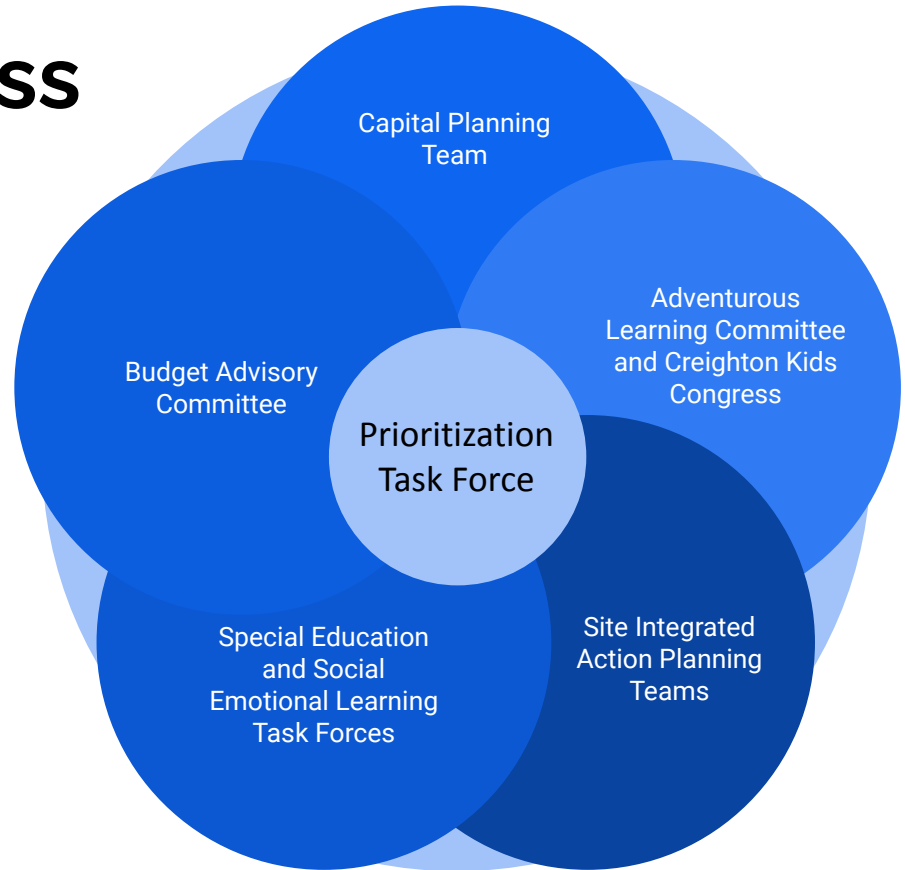
COVID-19 Mitigation, Compensation, and Environmental Improvements

Families First Coronavirus Relief Act (FFCRA) costs
Continuity of services
Facility repairs and improvements
Sanitation and cleaning services
Sanitation supplies
Professional development

Prioritization Process

Establish an inclusive task force to recommend investments for ESSER II and anticipated ARPA funds by:

- Responding to Governing Board Guidance
- Leveraging the Creighton Interdependent Budgeting Process
- Collecting stakeholder input
- Prioritizing based on need



Task Force Membership

Abigail Broderick, Assistant Principal (BPA)
Alan Hirsh, Coordinator
Alex Kurtz, Arizona State University
Alma Ortiz, Parent (MA)
Andy Gutierrez, Principal (GW)
Claudia Urbalejo, Parent (MA)
Deanna Dumolien, Finance Director
Deonoveigh Mitchell, Specials Teacher (EX)
Gail Smith, Parent (MA)
Ivan Carvajal, Community Ed Director
Jacinth Groves, ParaPro (MV)
James Diaz, Specials Teacher (KE@LL)
Joanna Velazco, Parent (GW)

Kelley Blakslee, Reading Interventionist (MV)
Kris Hartsuff, ESS Director
Maria Meza, Parent (MA)
Mark Johnson, Be Kind People Project
Michelle Berg, CI&A Director
Mindy Zapata, Headstart
Pam Burkhardt, Effective Schools Director
Paul Contreras, Parent (EX)
Raina Fuentes, Parent (MA)
SarahBeth George, Coordinator
Sophie Etchart, Read Better Be Better
Tiffany Huynh, Teacher (KE@LL)
Tim Knorr, Specials Teacher (PA)

Our Beliefs as Guiding Principles

We Believe In:

- Loving each child as our own.
- Mindful, curious, and adventurous learning.
- Safe schools that nurture mind, body, and spirit.
- High expectations that promote academic growth.
- The strength that comes from the diversity of our community.

Our Goals as Guiding Principles

Adventurous Learning: Provide innovative, creative, and relevant learning experiences.

Health and Wellness: Ensure safety and inspire health and wellness in our schools and community.

Community Impact: Promote the value of the Creighton community and the unique contribution of each neighborhood school.

Communication: Cultivate a sense of belonging and influence with our communities through the open exchange of ideas and information.

Stewardship: Maximize and invest resources to achieve the strategic plan.

Potential Investment Outcomes

An empowered community, eagerly taking on new challenges and learning

Strong schools connecting with and developing families and neighbors

All children being nurtured holistically in mind, body, and spirit

All children reading fluently

All educators inspiring learning using the best professional methods and highest quality materials

Equitable systems district-wide

Initial Recommendations to Date

Received

Budget Advisory Committee
Capital Planning Team
Community Education Team
Educational Services Team
Family Resources Team
Phoenix Union Footprint Partner Districts
Related Service Providers
Social Emotional Learning Task Force
Special Education Task Force
Superintendent's Teacher Advisory Committee

In Progress or Anticipated

Community Council
Creighton Kids Congress
Site Faculty and / or Integrated Action Planning Teams
Site Comprehensive Needs Assessments
Preschool Team

Initial Recommendations to Date

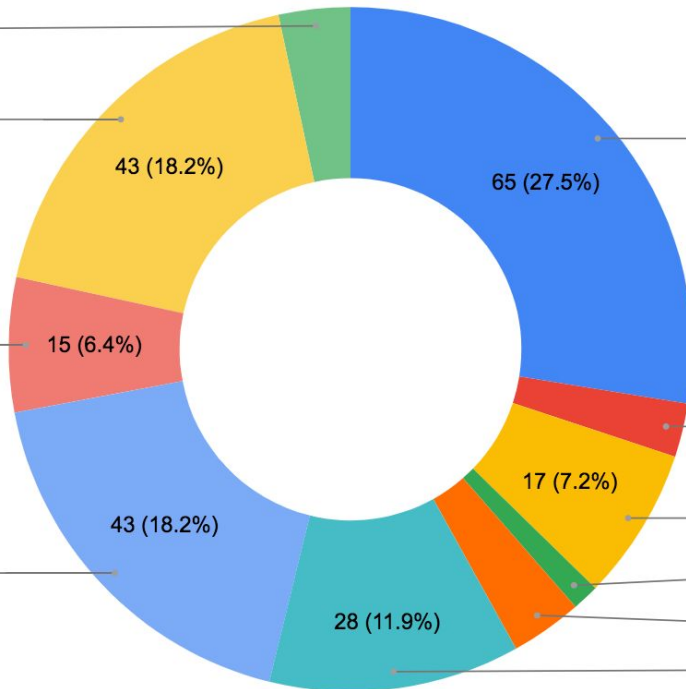
- Adaptive Tools & Environments for Special Needs
- Enriched Learning During & After the School Day
- Expanded Remote Learning
- Family & Community Services
- Fiscal management and accountability
- Increased Compensation & Work Opportunities
- Instructional Materials
- Professional Development
- Reduced Student to Adult Ratios to Intensify Learning
- Social Emotional Learning, Social Workers & Counselors
- Technology Tools & Equipment

Technology Tools & Equipment
3.4%

Social Emotional Learning, Social Workers & Counselors
18.2%

Reduced Student to Adult Ratios to Intensify Learning
6.4%

Professional Development
18.2%



Enriched Learning During & After the School Day
27.5%

Expanded Remote Learning
2.5%

Family & Community Services
7.2%

Fiscal management and accountability
1.3%

Increased Compensation & Work Opportunities
3.4%

Instructional Materials
11.9%

Next Steps

- Collect additional input within the next 2 weeks
- Prepare to reflect on any feedback processes you participated in

At the next meeting, Task Force members will:

- Review updated input collected from all stakeholders
- Review category and strategic goal alignment
- BRING OUR OWN BIG IDEAS!!
- Create the initial set of priorities for continued development