

HOUSTON INDEPENDENT SCHOOL DISTRICT

Elementary and Secondary School Emergency Relief Fund (ESSER)



ESSER II

- In December 2020, the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) was signed into law.
- \$54.3 billion was dedicated to the Elementary and Secondary School Emergency Relief (ESSER) funds. This grant is known as ESSER II.
- The intent and purpose of CRRSA ESSER II education funding is to prevent, prepare for, and respond to the COVID-19 pandemic.
- In July 2021, Houston ISD applied to receive its allocation of the CRRSA ESSER II funds.
- Houston ISD's CRRSA ESSER II allocation is \$358,195,503.

ESSER III

- In March 2021, the American Rescue Plan Act (ARP Act) was signed into law.
- \$122 billion was dedicated to the Elementary and Secondary School Education Relief (ESSER) funds. This grant is known as ESSER III.
- The intent and purpose of the ARP Act ESSER III education funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus on students.
- In July 2021, Houston ISD applied to receive its allocation of the ARP Act ESSER III funds.
- Houston ISD's ARP Act ESSER III allocation is \$804,456,215.

ESSER Funding

School Year	ESSER I	ESSER II	ESSER III
		\$358,195,503	\$804,456,215
2019-2020	✓	✓	✓
2020-2021	✓	✓	✓
2021-2022	✓	✓	✓
2022-2023		✓	✓
2023-2024			✓

HISD's total ESSER II and ESSER III Allocation: \$1,162,651,718

Commitment Categories



Reading, Math, CCMR Supports



Tutoring and Interventions



Wraparound and SEL Supports



Special Education Supports



Out of School Programming



English Learner Supports



Engagement, Enrollment, Attendance



Technology and Digital Resources



COVID Safety and Cleaning



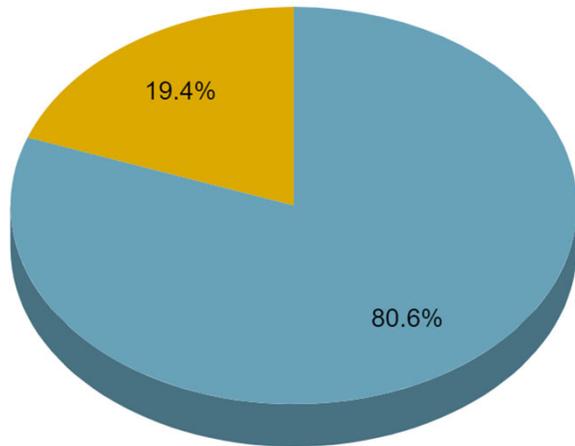
Increased Fine Arts Supports



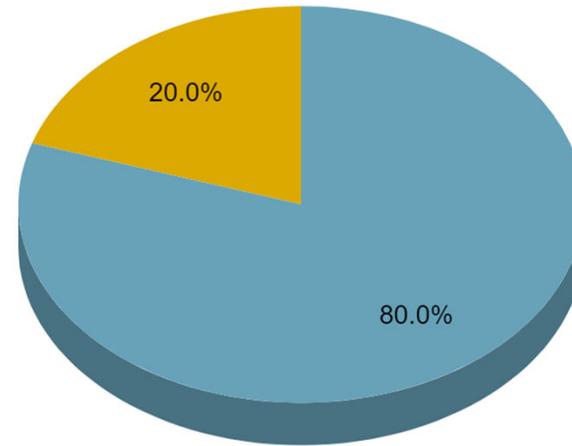
Human Capital and Compensation

Funding Allocated to Directly Address Learning Loss

ESSER II



ESSER III



HOUSTON INDEPENDENT SCHOOL DISTRICT

Human Capital

ESSER-FUNDED INITIATIVES



The Challenge: Human Capital

COVID-19 had a negative impact on student learning. More than ever, it is critical to recruit, develop and retain high-quality and effective teachers and district staff.

Recruitment and Retention

- Our current salaries, as compared to surrounding districts, make it difficult to retain and recruit the talent our students need to lead them to success.

+\$135.91 MM

The Response: Human Capital

Recruitment and Retention

- Yearly \$2,500 recruitment/retention stipend for teachers and other staff on the teacher pay table. Paid out in two installments at end of each semester.
- \$500 retention stipend paid annually in September to all returning employees.

ESSER Stipend in addition to the \$2,500 pay increase approved by the Board in June for teachers and staff on teacher pay table.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Reading, Mathematics, Science, & Social Studies

ESSER-FUNDED INITIATIVES



The Challenge: Reading, Mathematics, Science, & Social Studies

The 2020-2021 school year ended with 50% of HISD students learning remotely. Teachers and staff worked tirelessly to connect with students both in person and at home. Gaps in teaching and learning emerged as the year progressed.

Literacy

- Increases in the number of students identified as urgent intervention in early literacy & reading.
- Targeted accelerated instruction needed to address specific student learning loss as indicated through STAAR and district assessments.

Mathematics

- Drop in student achievement for all grades, with more students achieving the Did Not Meet proficiency level on STAAR 3-8 and Algebra EOC than in previous years.

Science

- Limited hands-on, inquiry-based labs and projects due to remote learning, social distancing, and sharing of supplies.

The Response: Reading and Math

+\$127.84 MM

Literacy

- Acquisition of online platform to gauge student reading levels for all early childhood centers and elementary schools.
- Pre-K literacy kits for every class and literacy backpacks for every student.
- Implementation of a systematic phonics program for K-3 students to streamline phonics instruction.
- Increased resources for digital libraries in middle and high schools.

Mathematics

- Professional development for accelerating recovery of math skills for all K-5 teachers.
- Mathematics manipulatives kits in grades K-5 for all elementary schools.
- Graphing calculator software, manipulatives, and literacy libraries for middle and high school.

Library Services

- Every campus library will be brought up to state standards through the acquisition of culturally relevant and SEL responsive books.
- Expand Read Houston Read, Real Men Read, United We Read, and Name That Book Literacy Competition with full financial support to all campuses.

The Response: (continued)

+\$127.84 MM

Science & Social Studies

Science & Social Studies

- Expanded and enhanced curriculum resources and materials for all science and social studies classrooms
- Advanced digital microscopes for all middle and high school campuses.
- Updated and enhanced science laboratory kits to expand hands-on opportunities for students
- Upgraded literacy libraries for science and social studies classrooms in middle and high school.

All Subjects

- Implementation of an aligned and consistent coaching model to improve the quality of teacher support.
- Provide additional software and resources for students and teachers to create authentic digital content aligned to 21st century skills.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Interventions

ESSER-FUNDED INITIATIVES



The Challenge: Interventions

Students have experienced significant learning loss due to limited opportunities for face-to-face instruction. For instance, a 3rd grade student in 2021-2022 might have last been on a campus when they were in 1st grade.

Increased Number of Students Needing Interventions

- Anticipating approximately 41,000+ students (Tier 2 and Tier 3 students) in need of support for interventions in reading, math, and behavior.

New Students Needing Intervention

- Projected increase of students needing support who were never in need of intervention support prior to COVID-19.

Gifted and Talented

- 4,000+ fewer GT students performed at or above benchmark in grades 1-12.

The Response: Interventions (High Dosage Tutorials)

+\$113.33 MM

Funding for Campus Tutorials

- Increased funding for teachers and other eligible staff to provide after-school tutorials.
- Increased funding for third party tutorial services.

Reading and Math Interventionists

- Expand number of trained campus-based reading and math interventionists for struggling students.
- Enhanced curriculum, resources, and materials for interventionists to use during small-group instruction.

Monitoring Tools

- Acquisition of a digital progress monitoring tool for teachers and leaders to track academics and behavioral progress.
- Development of a streamlined reporting system for teachers to access student data and progress (combining existing data systems)

HOUSTON INDEPENDENT SCHOOL DISTRICT

Special Education

ESSER-FUNDED INITIATIVES



The Challenge: Special Education

HISD supports over 16,000 students with special needs. The effects of COVID-19 compounded the learning loss of our students. A plan to identify and support students with special needs is vital to success.

Results-Driven Accountability (RDA)

- The TEA RDA (2019) rating in Academic Achievement is low in the areas of reading, science, social studies, and writing.
- The TEA RDA (2020) rating identifies discipline as significantly disproportionate for out-of-school suspensions and expulsions greater than 10 days for African American students with disabilities.

Evaluations

- Current evaluation caseloads have risen from 51 evaluations per Educational Diagnostician per school year to more than 65 evaluations per Educational Diagnostician per school year.

Parent Support

- According to the TEA-HISD Self-Assessment (2020-2021), parents reported having limited understanding regarding topics such as: Properly Constituted Admission, Review, and Dismissal (ARD); IEP Implementation; Child Find; Family Engagement; and Least Restrictive Environment.

+\$49.76 MM

The Response: Special Education

Tools and Resources

- Increased access to assistive technology that supports student needs.
- Acquisition of an online behavior support platform to be used by all staff that support students with special behavior needs.

Professional Development

- Expanded opportunities for professional development for general and special education teachers and teaching assistants.
- Emphasis on professional development that addresses disproportionality within student suspensions.

Human Capital

- 120 additional resource teachers, inclusive practice teachers, or co-teachers to support Tier III students.
- 15 additional speech and language pathologists/therapists.
- 15 additional educational diagnosticians (English and bilingual).
- \$500 recruitment and retention stipend for special education teaching assistants.

HOUSTON INDEPENDENT SCHOOL DISTRICT

English Learners (ELs)

ESSER-FUNDED INITIATIVES



The Challenge: English Learners (ELs)

33% of the district's total student population are ELs, and 53% of those are long-term ELs. Early in the Spring semester of 2021, 46% of the ELs were learning remotely, as compared to 41% of all students during that same time period.

Reading

- 2021 STAAR - approximately 50% of ELs assessed did not meet the passing standard on the 3-8 reading assessment.

Writing

- 2021 STAAR - approximately 74% of ELs did not meet the passing standard on the 4 & 7 writing assessment.

TELPAS

- 2020 TELPAS results - 54% of ELs did not gain at least 1 proficiency level.

Immigrants and Newcomers

- Approximately 8,800 immigrant students during 2020-2021 school year (770 of those identified as newcomers).

+\$29.62 MM

The Response: English Learners (ELs)

Language Supports

- Additional resources to support language acquisition for all EL students, including newcomers, immigrants, refugees, and long-term ELs.
- All elementary campuses will have access and PD for a Spanish language intervention program for students with dyslexia in grade PK-2.

Human Capital

- Additional third-party, English language tutors for priority campuses with ELs.
- \$1,500 recruitment and retention stipend for elementary ESL content teachers and secondary ELAR ESL teachers.
- 11 additional multilingual specialists to support all six area offices.
- Trauma informed mentoring services for secondary schools with high refugee and immigrant populations impacting approximately 5,000 students.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Fine Arts

ESSER-FUNDED INITIATIVES



The Challenge: Fine Arts

Students experienced substantial loss of Enrichment Core Fine Arts instruction due to the pandemic and struggled with access to materials, supplies, and instruments at their home during virtual learning.

Instructional Materials

- Many students do not have the economic resources to either rent or purchase required materials, supplies, equipment, and instruments to participate in a fine arts class.

Cleaning and Repair

- During COVID-19, instruments were issued for home use and need to be extensively cleaned and repaired.

Community Partnerships

- Limited student exposure to community engagement, enrichment opportunities, and access to fine arts professionals.

+\$42.18 MM

The Response: Fine Arts

Enrichment

- Funding for fine arts enrichment programs and in house residencies at high need elementary and middle school campuses.

Access

- Funding for assets, materials, equipment and supplies to ensure that all HISD schools have access to quality fine arts programs.
- Funding to clean, replace, and repair music instruments for existing HISD music programs.

Human Capital

- Hiring 16 fine arts teachers for identified elementary campuses that do not have a certified fine arts teacher.
- District funded fine arts stipends aligned with the ranges in the compensation manual.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Out of School Services

ESSER-FUNDED INITIATIVES



The Challenge: Beyond the School Day

During the COVID-19 pandemic, there were fewer opportunities for students to participate in enrichment opportunities and interact with peers and staff outside of core instruction. There were limited opportunities for out of school programs and activities.

Programs

- There are a limited number after-school programs in the district.
- There are even fewer before-school opportunities for students.

Cost

- Many of the programs require a financial commitment for participation.
- Some commitments are minimal and income-based, while others can exceed \$400 per month at some schools.

+\$75.85 MM

The Response: Beyond the School Day

Comprehensive After-School Program

- Provide a before and after-school program at 111 Tier II and III elementary, K-8, and middle school campuses, free of charge for participating students. Students will have access to activities such as physical fitness, fine arts, youth development, STEM, nutrition, technology, and service-learning projects.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Other Academic Supports

ESSER-FUNDED INITIATIVES



+\$19.95 MM

Additional Academic Supports

Data Supports

- Expand the number of district data coaches by 12 to provide additional support in analyzing student level data and student learning gaps.

School-Based Grants

- Instructional design grant program to allow schools to create customized solutions to address the unique needs of their student populations related to learning loss (mini-grants).

Technology and Instructional Materials

- Additional funding to support digital materials, curricular resources, and online systems that support student learning across disciplines.
- Funding to support the implementation of a new learning management system to provide streamlined access to our curricular resources.

HOUSTON INDEPENDENT SCHOOL DISTRICT

College, Career, & Military Readiness (CCMR)

ESSER-FUNDED INITIATIVES



The Challenge: CCMR

COVID-19 has derailed students' postsecondary plans. Students need additional direct support services in order to navigate the college admissions process

College Matriculation

- 10% drop in college enrollment between 2019 and 2020 (from 56% to 46%)

Summer Melt

- ~40% more seniors completed applications but did not enroll (1,940 in 2020 vs. 1,174 prior year)

College Readiness Benchmarks

- FAFSA submissions for students in the bottom 50% of their class decreased from 43% to 39%

Academic Loss

- 55% of economically disadvantaged students scored below a 70 in at least one class for 20-21

+\$53.20 MM

The Response: CCMR

College & Career Advising

- Expand the number of college and career readiness advisors by 65.

College & Career Programming

- Near-peer tutoring and increased TSI/SAT/ACT prep.
- Expanded partnerships with college/career access organizations.

AVID

- Increased capacity to support existing and new AVID campuses with training, curriculum, and licensing.

College & Career Centers

- Develop community-based centers to support families with college and career readiness activities.

College Exploration

- Increase the number of local, regional, and national college visits for HISD students.

AP, IB, and Dual Credit

- Host regular Saturday Academies and offer additional tutoring opportunities.
- Funding for dual enrollment, AP, and IB teacher training and professional development.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Social & Emotional Learning, Counseling, & Student Assistance

ESSER-FUNDED INITIATIVES



The Challenge:

SEL, Counseling and Student Assistance

The COVID-19 pandemic has created unprecedented level of trauma and crisis for many students, families and staff that will need to be addressed. This is especially true for our most vulnerable populations which includes our homeless students, and foster youth.

Increased Requests for Social-Emotional Support

- The district has seen a 50% increase in calls for social-emotional support since the start of the pandemic.

Need for Qualified Mental Health Professionals

- Currently 85 HISD campuses do not have a school counselor or a social worker.

Support for Transition Back to Face-to-Face Learning

- We predict increased levels of anxiety for students returning back to face-to-face learning environments.

+\$ 59.93 MM

The Response: Social & Emotional Learning, Counseling, and Student Assistance

Expand the HISD Crisis Team

- Hire additional qualified mental health specialists to address campus-based crises

Increase the Number of Counselors / Mental Health Professionals at Campuses

- Hire up to 150 additional licensed counselors and social workers.
- Increase professional development for counselors, social workers, and staff.
- Designated teacher at each campus trained as an SEL liaison, to provide training and support for fellow teachers.

Expand Student Support Services

- Add additional staff to the student assistance team to better meet the needs of homeless/foster/unaccompanied students.
- Create a student re-engagement center to develop a "one-stop shop" for services provided to homeless, unaccompanied and foster youth.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Wraparound Services (WRS)

ESSER-FUNDED INITIATIVES



The Challenge: Wraparound Services

COVID-19 has exacerbated existing challenges and created new ones for many of our students in families, especially in our most underserved communities. This has a direct and profound impact on our students and their readiness to learn.

Increase in Non-Academic Student Needs

- Many of the emergency benefits and resources provided to families will begin to phase out during this school year.
- During 2020-2021, 80,269 referrals for services received.

Limited Service-Provider Capacity

- Critical student needs such as physical and mental health services require highly-skilled professionals who are in limited supply and often have associated costs.

Barriers to Service Access

- Lack of access to sufficient on-site services.
- Available services and programs vary by community.

The Response:

Wraparound Services

+\$61.62 MM

Staff a Wraparound Resource Specialist at Every Campus

- During the 2021-2022 school year, every campus will have at least one dedicated wraparound specialist.

Direct Services and Support

- Expand the network of high-quality service providers that can support the whole child philosophy through extended learning opportunities, health and wellness and basic needs services.
- Offer more services within schools during the school day.

Create a Wraparound Needs Fund

- This fund would be used to procure high-quality service providers for student needs and provide direct family assistance for emergency situations that impact students' ability to learn.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Family & Community Engagement (FACE)

ESSER-FUNDED INITIATIVES



The Challenge: FACE

The response to learning loss as a result of COVID-19 will require additional resources to promote academic supports at home, and increased engagement between campuses and families.

Campus Capacity to Prioritize Family Engagement

- Lack of sufficient campus-based resources for implementing best practices to create strong family partnerships.

Increasing Communication Channels between Families and Schools

- COVID-19 limited the ability for families to communicate and engage with campuses.

Language and System Barriers for immigrant families

- Lack of adequate resources to support immigrant families.

+\$13.38 MM

The Response: FACE

Additional FACE Specialists

- Expand the number of districtwide FACE Specialists from 9 to 50 to provide increased capacity-building at campus levels and also provide additional direct services to families.

Expanded Programmatic Offerings

- Empower families to navigate COVID-19 learning recovery through resources, such as parent toolkits and workshops, expansion of the Family-Friendly Schools program, supporting campus parent organizations and other activities that address parent/student needs.

Technology and Outreach Tools

- Acquisition of enhanced technology to increase communication and engagement between parents and their schools/the district (e.g., language translation needs during in-person and virtual events).

HOUSTON INDEPENDENT SCHOOL DISTRICT

Student Re-Engagement

ESSER-FUNDED INITIATIVES



The Challenge: Student Re-Engagement

School districts across the nation have been dealing with re-engaging their student populations since the transition to virtual instruction due to COVID-19.

Decreased Enrollment

- The district saw a 5% decrease in student enrollment from January 2020 to February 2021 (~10,000 students).

Enrollment Process

- HISD's enrollment process can be complex and inconsistent across campuses, adding barriers to student re-enrollment.

The Response:

Student Re-Engagement

+\$16.16 MM

Student Re-Engagement Team

- Hire dedicated student re-engagement team that supports the student enrollment and re-engagement process districtwide.

Community-Based Enrollment Supports

- Leverage strategies to meet families in the communities in which they live, coordinating district-wide and feeder pattern enrollment events.
- Implement enrollment kiosks and mobile unit to increase outreach.

Enhance Enrollment and Choice Process

- Simplify the student enrollment process and make it more accessible to HISD families.
- Support the HISD Find-A-School tool to provide families with the information needed to find the school of best fit for their children.

Communications and Marketing

- Hire a team dedicated to marketing and advertising for enrollment, recruitment, and retention.
- Leverage television, radio, social media, and other high-visibility advertising tools to promote HISD schools.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Technology

ESSER-FUNDED INITIATIVES



The Challenge:

The COVID-19 pandemic highlighted the need for all students to have access to one reliable device and internet.

Student Access

- Students had access to devices during the pandemic, but not all students had access to the appropriate device to meet their learning needs.
- There is still a need to ensure that students have access to devices in the event of future school closures.

Campus Devices

- During the COVID-19 pandemic, as schools closed, campuses deployed all available devices for student use.
- Many devices require repair or updates to function properly.

+\$80 MM

The Response: Technology

Student/Campus Devices

- Continue to provide laptops for students with focus on digital learning in Middle Schools.
- Provide Internet hotspots for mobile instruction.
- Purchase additional iPad carts and desktop devices for labs in elementary and secondary campuses.
- Purchase additional headphones for the classroom.

Support

- Asset tracking of mobile devices.
- Repair and replacement of damaged mobile devices.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Facilities

ESSER-FUNDED INITIATIVES



+\$34 MM

Facilities

Air quality and purification during the COVID-19 pandemic became critical to combat communicable diseases. Our older facilities and campuses require much needed upgrades.

Heating and AC Filtration Systems Upgrades

- All campuses will receive air purification systems:
 - Provide safer environments by providing clean air to students and staff.
 - Capture and remove bacteria, mold, and virus particles.
 - Neutralize unpleasant odors, eliminate harmful chemicals from indoor environments, and eliminate other hazardous particles.

HOUSTON INDEPENDENT SCHOOL DISTRICT

Other District Costs

ESSER-FUNDED INITIATIVES



+\$250.22 MM

Other District Cost

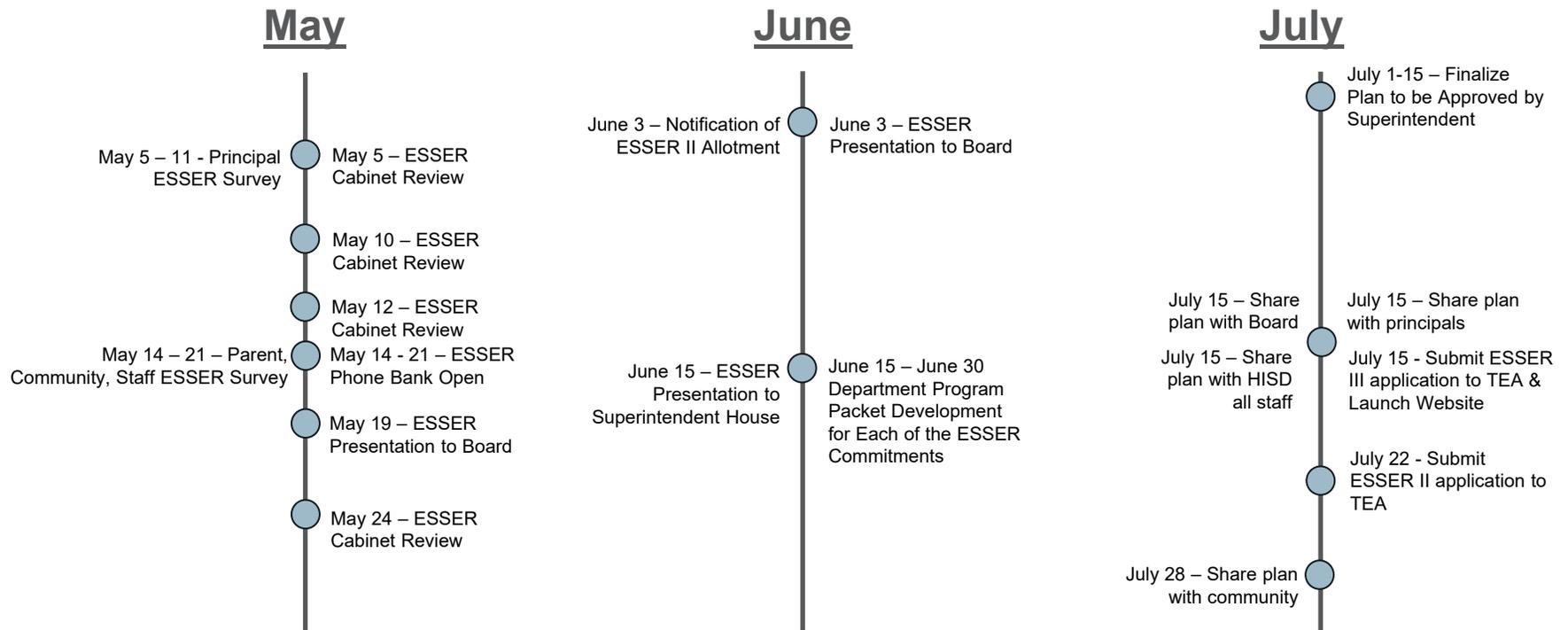
ADA Hold Harmless

- ADA Hold Harmless is when a district's state allocation remains the same even if there is a drop in student enrollment. During the CRRSA ESSER II planning process, TEA required Houston ISD to set aside funds for ADA Hold Harmless. *Funds could be reinstated pending TEA final decision.

Indirect Costs

- Indirect costs recover Houston ISD's organization-wide administrative costs of managing federal grants, such as costs related to accounting, budgeting, purchasing, auditing, and payroll processing.

Timeline



HOUSTON INDEPENDENT SCHOOL DISTRICT

Thank you

