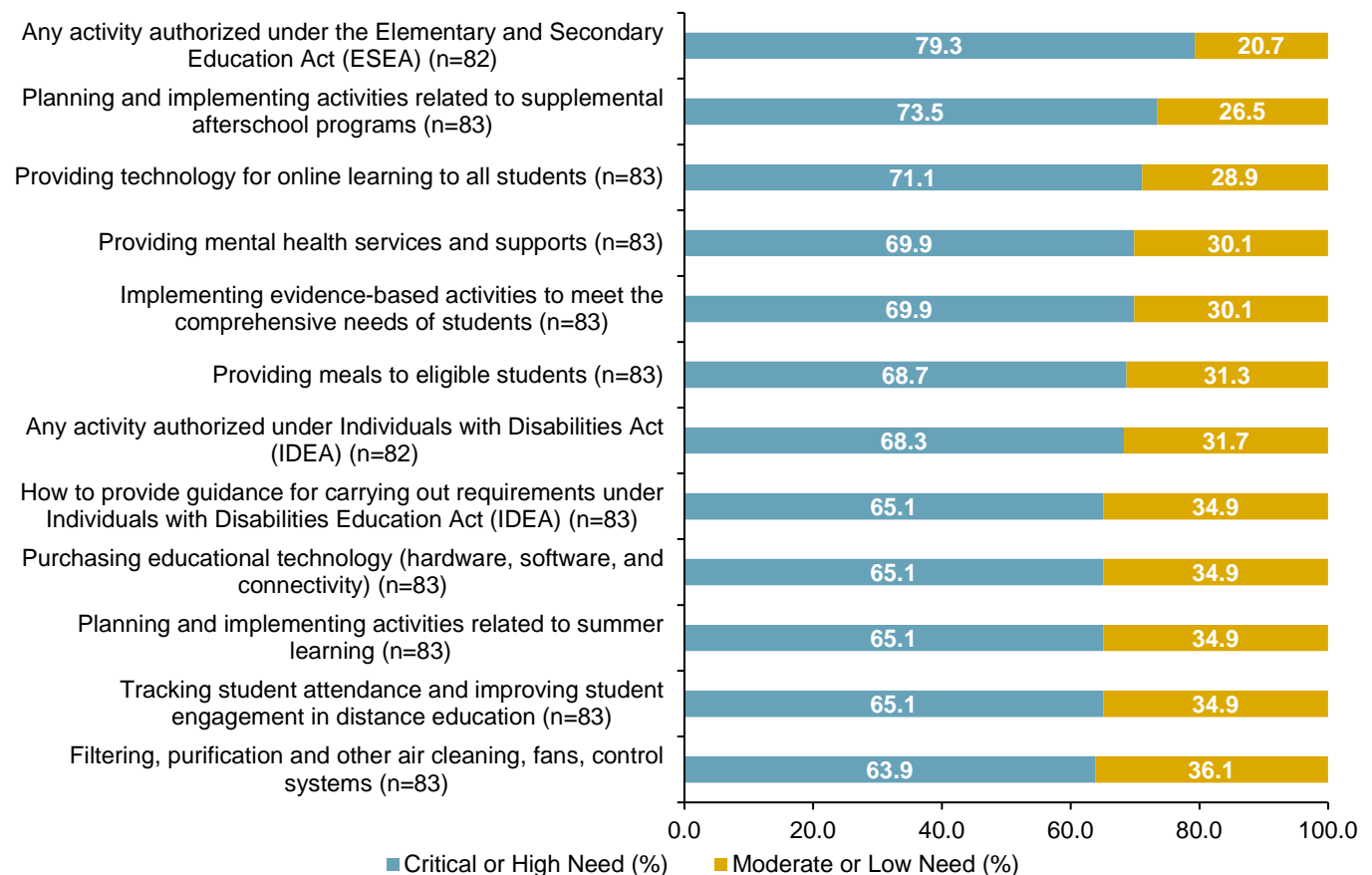


## Fast Facts: American Rescue Plan Act, Elementary and Secondary Education Emergency Relief III (ARP Act, ESSER III) Community Members

In March 2021, the Elementary and Secondary Education Emergency Relief III (ESSER III) Fund under the American Rescue Plan (ARP) Act of 2021 was signed into law. ARP Act, ESSER III provides nearly \$122 billion to states and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. HISD's entitlement for APR Act, ESSER III is projected to be \$804,456,215. Houston ISD will utilize its ARP Act, ESSER III funds to address the negative impact of the COVID-19 pandemic on student learning. Community Members provided feedback on how the district utilizes ESSER III grant funds allocated under the American Rescue Plan Act. The survey was posted on May 14, 2021 and closed on May 21, 2021. A total of 83 Community Members completed the survey. Results are provided in this report.

**In your opinion, how should HISD prioritize the utilization of ARP Act, ESSER III funds relative to student supports? Please rank the following programs, from "critical need" = 4 to "low need" = 1.**

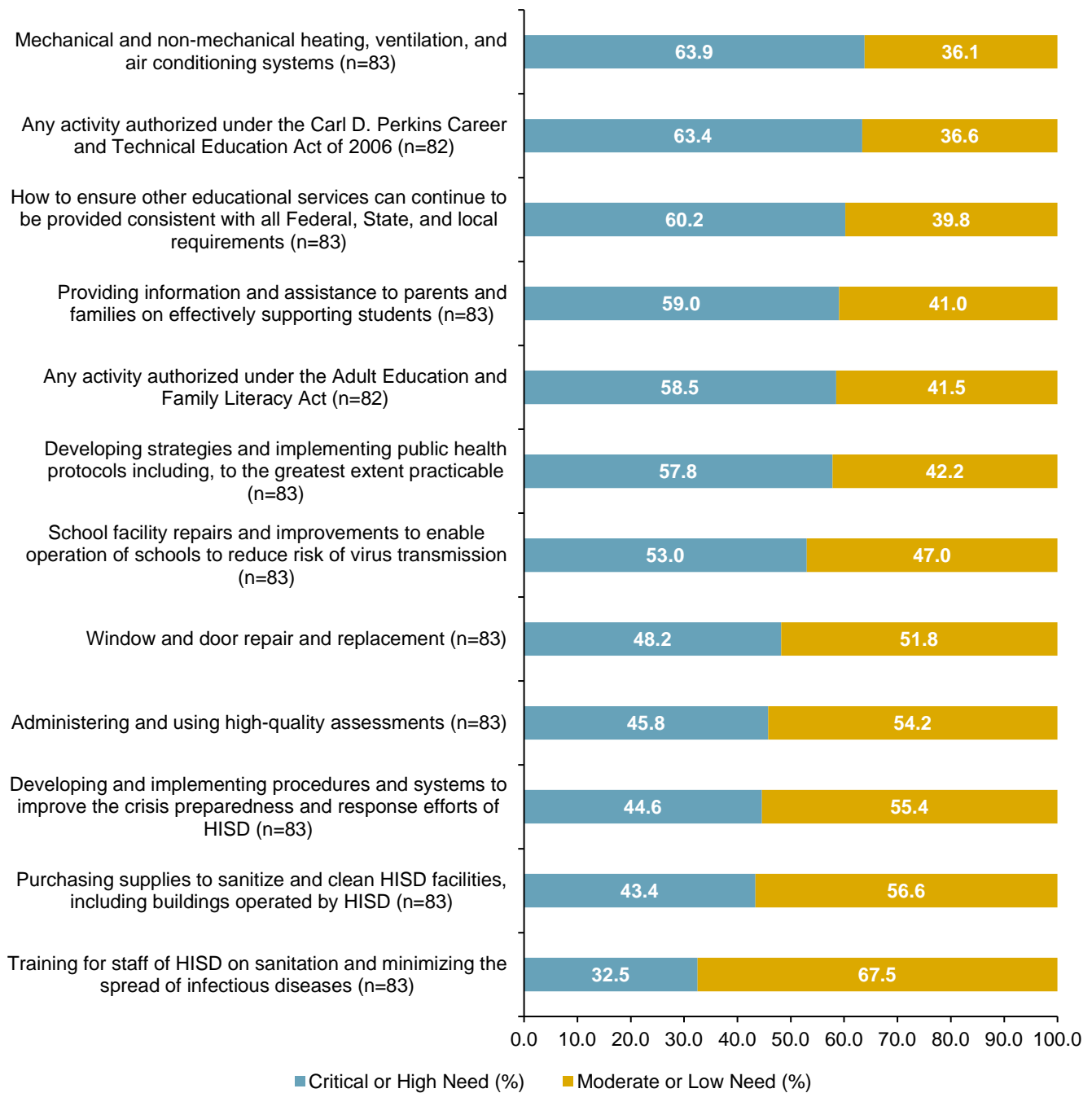
**Figure 1. Community Members' responses regarding the utilization of 2021 ARP Act, ESSER III funds by percentage**



Note: The following survey responses were combined – Critical and High Need, Moderate and Low Need.

- According to **Figure 1**, the activity with the highest percentage of "critical or high need" responses for the utilization of ARP Act, ESSER III funds was "any activity authorized under the Elementary and Secondary Education Act (ESEA) (79.3 percent), followed by "implementing activities related to supplemental afterschool programs" (73.5 percent).

**Figure 2. Community Members' responses regarding the utilization of the 2021 ARP Act, ESSER III funds by percentage**

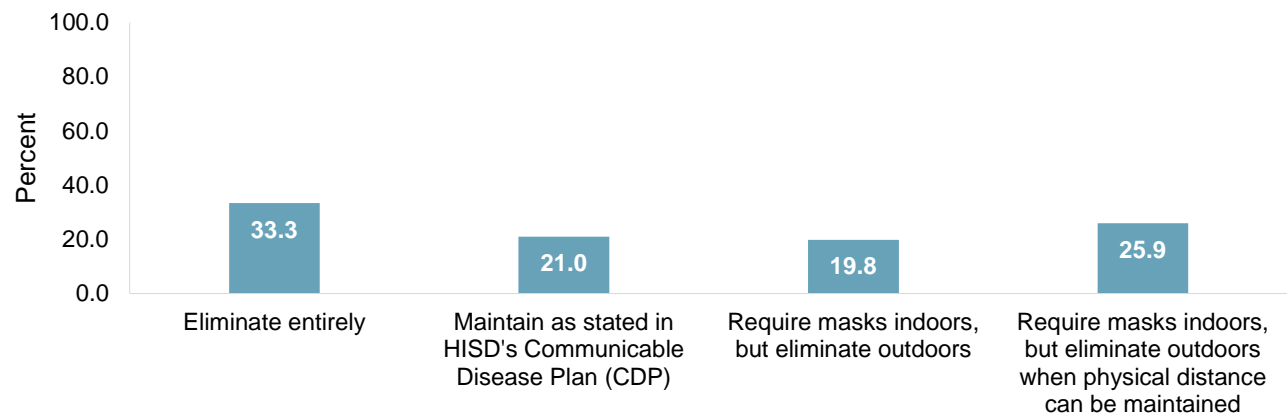


Note: The following survey responses were combined – Critical and High Need, Moderate and Low Need.

- The lowest percentage of Community Members indicated the activity of “critical or high need” was “training for staff of HISD on sanitation and minimizing the spread of infectious diseases” (32.5 percent).

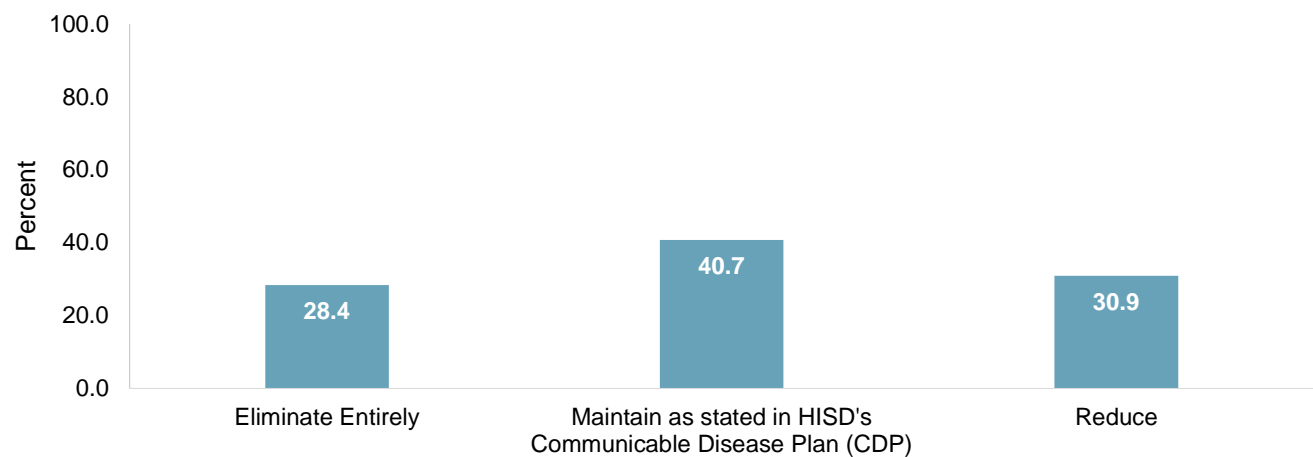
Community Members provided feedback on COVID-19-related protocols, including mask requirements, physical distancing, and temperature checks.

Figure 3. Community Members’ feedback on mask requirements (n=81)



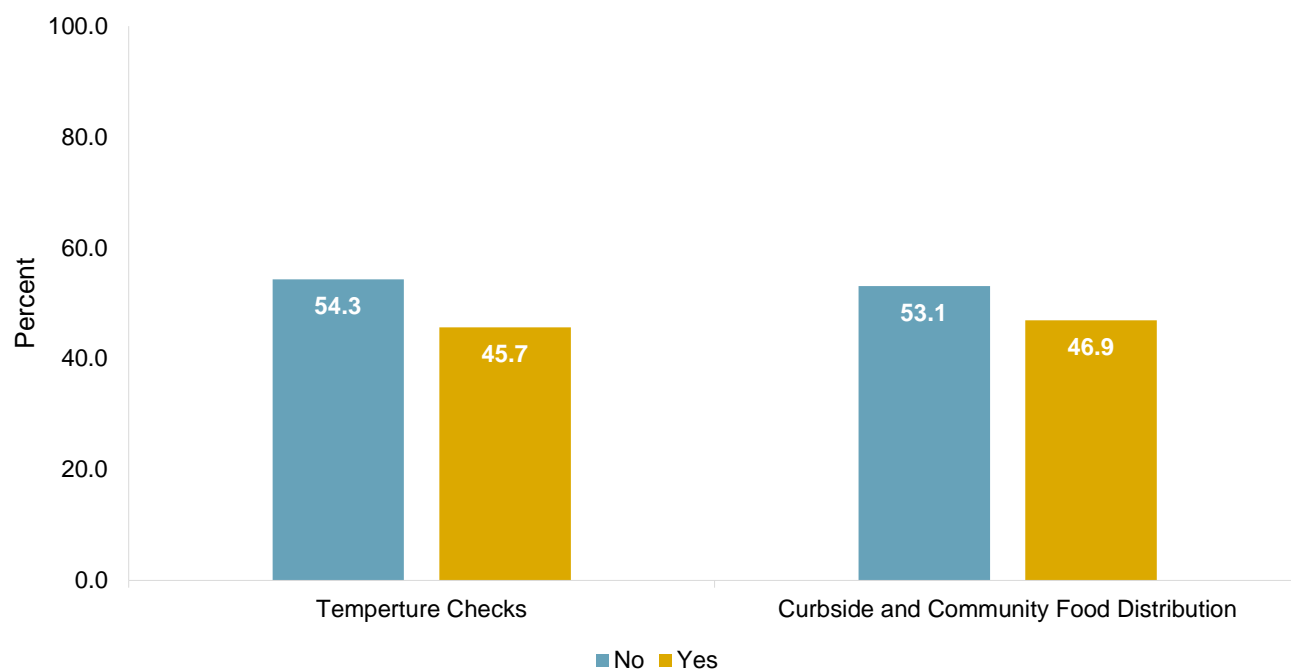
- **Figure 4** shows that the highest percentage of Community Members responded to eliminate mask entirely (33.3 percent).

Figure 4. Community Members’ feedback on physical distancing requirements (n=81)



- **Figure 4** reveals that the highest percentage of Community Members recommended maintaining the physical distancing requirements as stated in HISD’s Communicable Disease Plan (CDP) (40.7 percent).

**Figure 5. Community Members' feedback on temperature checks and curbside and community food distribution** (n=81 for both survey items)

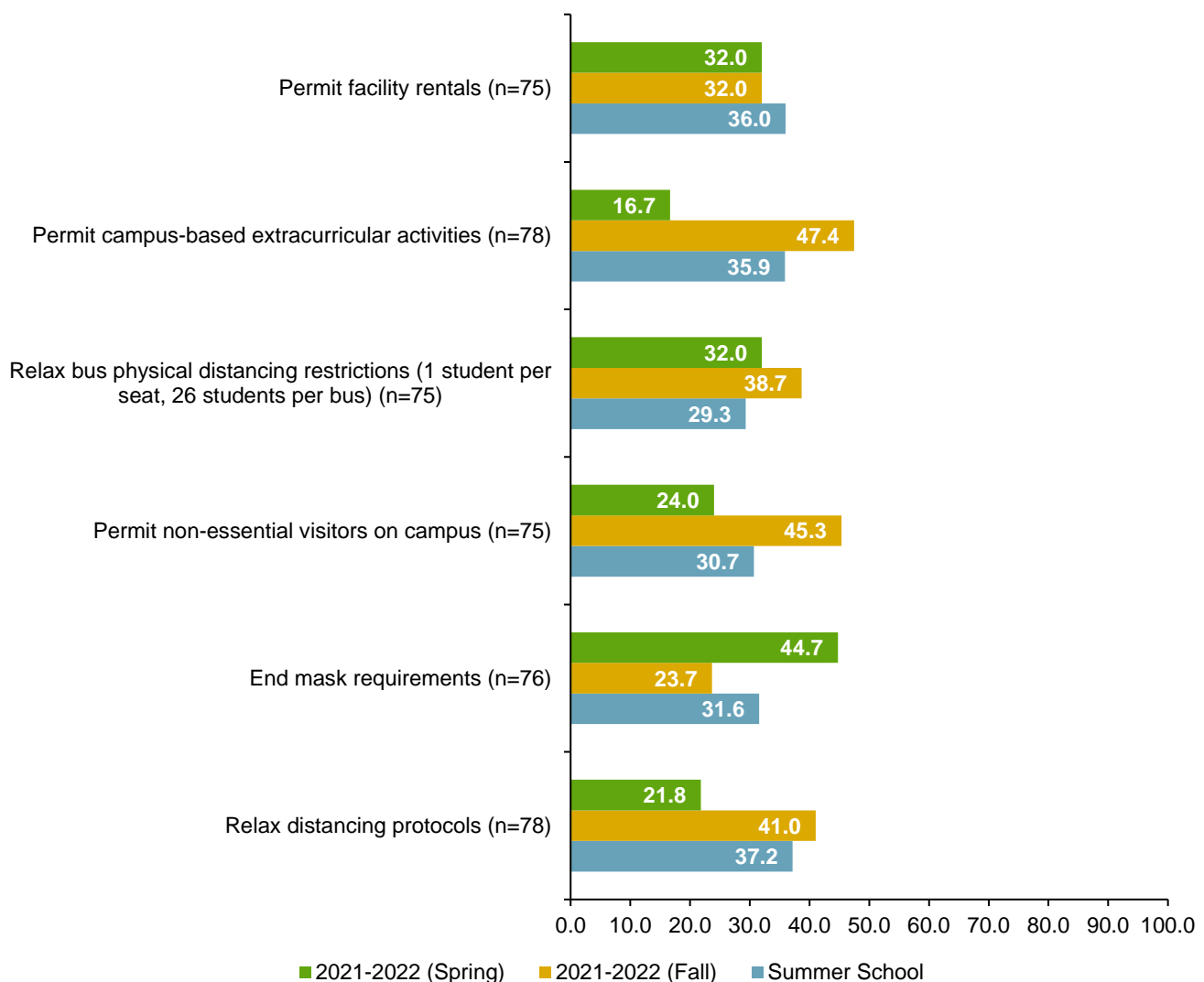


- The majority of Community Members replied to end temperature checks (54.3 percent) (**Figure 5**).
- Figure 5 shows that 53.1 percent of the Community Members selected to discontinue curbside and community food distribution.

In your opinion, when should activities utilizing ARP Act, ESSER III funds take place for students to return safely to campus? Timeframe choices were summer school or 2021–2022 (fall) or 2021–2022 (spring).

- According to **Figure 6**, Community Members responded that the fall of 2021–2022 is the preferred timeframe for four of the six activities.
- The highest percentage of Community Members’ responses for an activity to take place in the fall of 2021–2022 was to “permit campus-based extracurricular activities” (47.4 percent), followed by to “permit non-essential visitors on campus” (45.3 percent).
- The lowest percentage of Community Members responded to “end mask requirement” in the fall of 2021–2022 (23.7 percent).

**Figure 6. The reported timeframe for activities supported by funds from the 2021 ARP Act, ESSER III to support “students safe return to in-person instruction” by percentage**



Community Members were asked what are the most important resources that students need to address the impact of the COVID-19 pandemic.

- A total of 81 Community Members responded to the open-ended question.
- The common themes reported are below:
  1. Provide access to fine arts to increase student engagement
  2. Address learning loss for all student groups, including students with disabilities
  3. Support teachers through professional development to help students' learning
  4. Allocate funds to meet campus, students, and teacher needs (i.e., prek expansion, increase teacher salaries, school counselors)
- A sample of Community Members' responses were:

*"**Money** should be **diverted directly to the school** campuses so that the campus can provide for the learning loss of students."*

*"**Support low-income families and students with disabilities** in ensuring they are learning and engaged. Do not let them slip through the cracks due to distance learning. Provide a safe and clean room to in-person students and staff."*

*"It is my understanding that HISD has shortage of **school counselors**. Now more than ever is a need for school counselors on every campus. School counselors are trained to support students mental, social, and emotional health. If we don't make sure the students are mentally healthy, they will never be academically ready."*