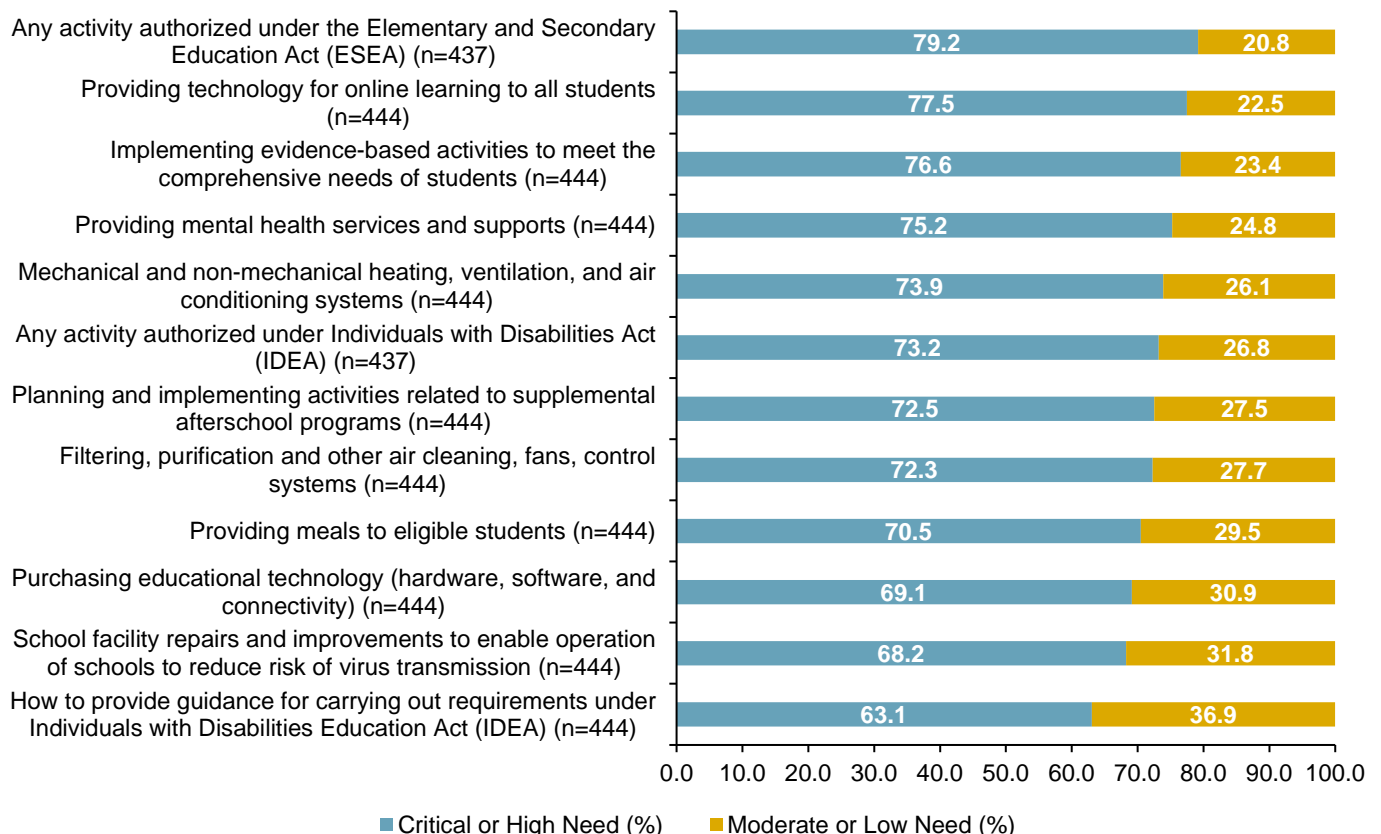


Fast Facts: American Rescue Plan Act, Elementary and Secondary Education Emergency Relief III (ARP, Act ESSER III) Multiple Roles (Community Member, Parent, and/or Staff)

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. HISD Staff 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 444 survey respondents indicated that they are in Multiple Roles (Community Member, Parent, and/or Staff). 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.

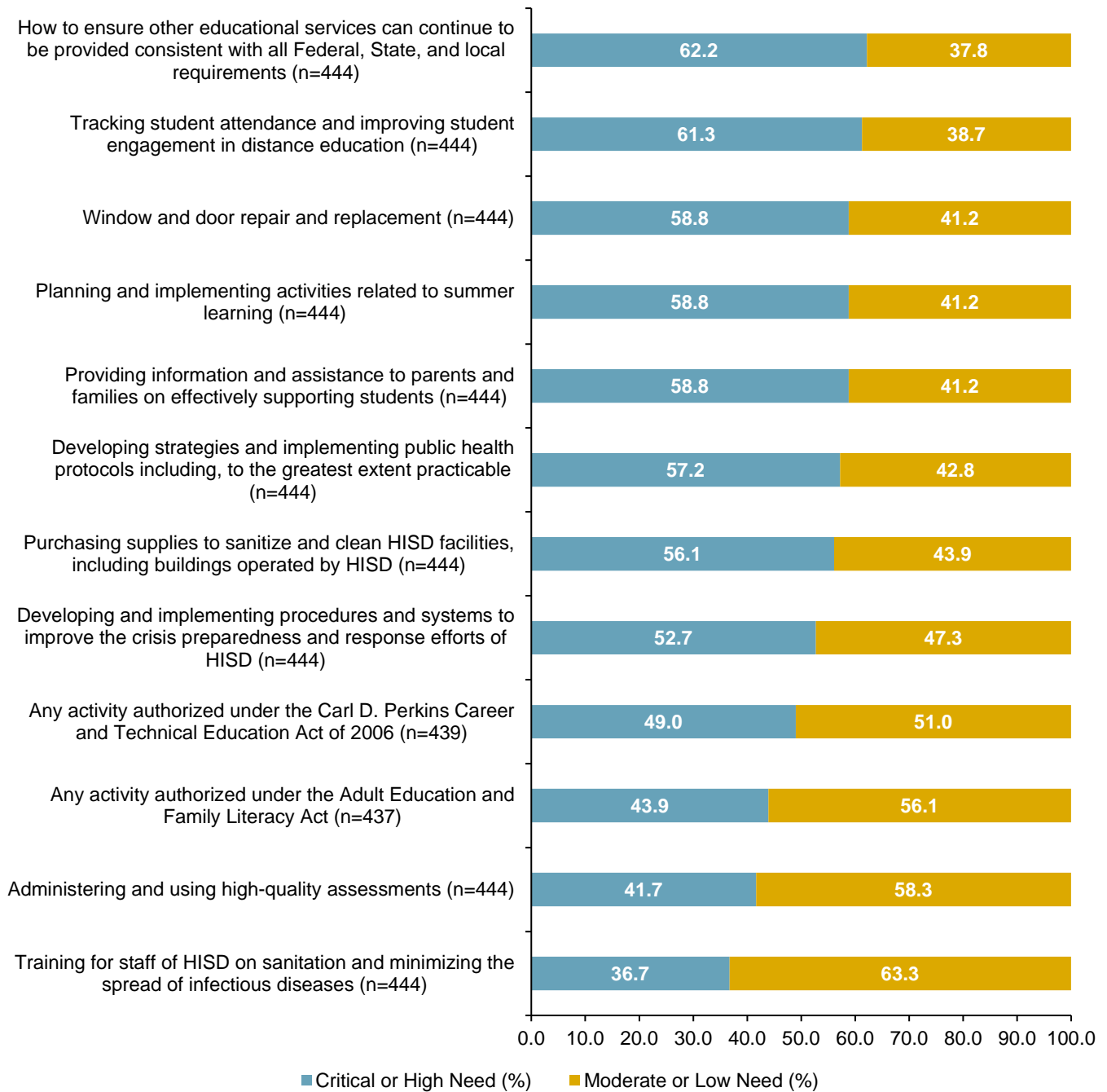
Figure 1. Respondents in Multiple Roles regarding the utilization of 2021 ARP Act, ESSER III funds by percentage



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)" (79.2 percent), followed by "providing technology for online learning to all students" (77.5 percent).

Figure 2. Respondents in Multiple Roles regarding the utilization of the 2021 ARP Act, ESSER III funds by percentage

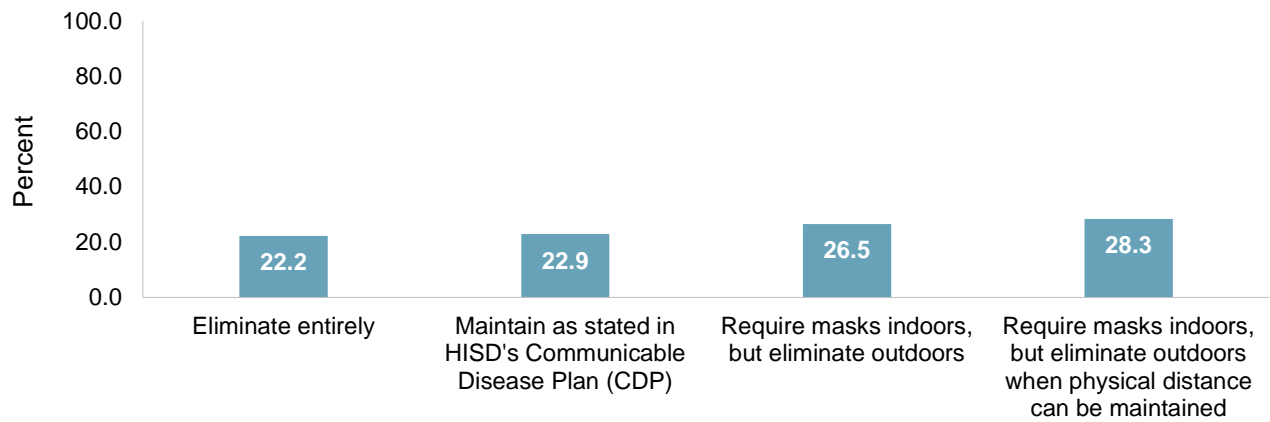


Note: The following survey responses were combined – Critical and High Need, Moderate and Low Need.

- The lowest percentage of Respondents in Multiple Roles indicated the activity of “critical or high need” was “training for staff of HISD on sanitation and minimizing the spread of infectious diseases” (36.7 percent) (Figure 2).

Respondents in Multiple Roles provided feedback on COVID-19-related protocols, including mask requirements, physical distancing, and temperature checks.

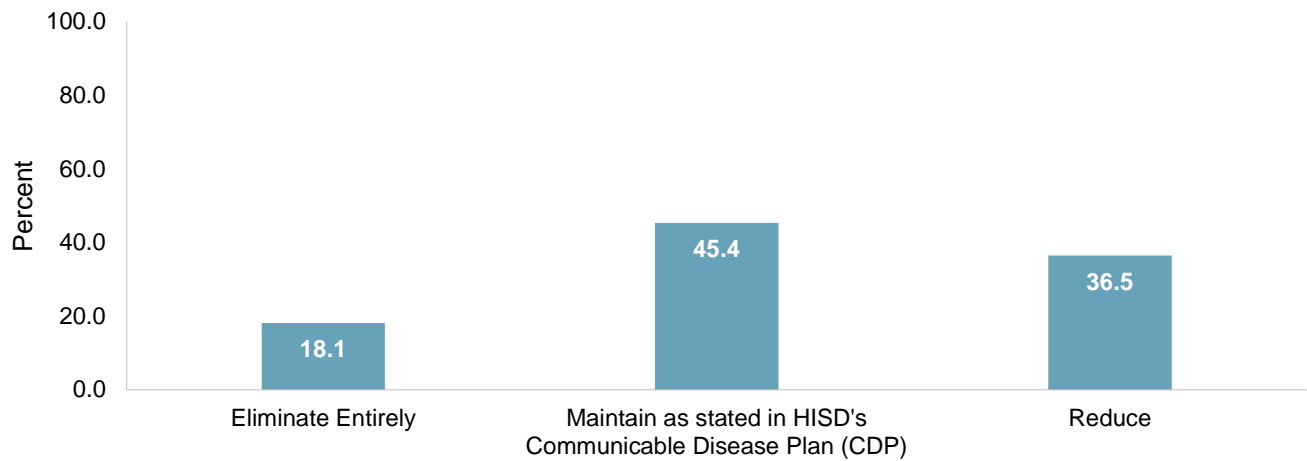
Figure 3. Respondents in Multiple Roles’ feedback on mask requirements (n=441)



Note: Percentages may not total 100 percent due to rounding.

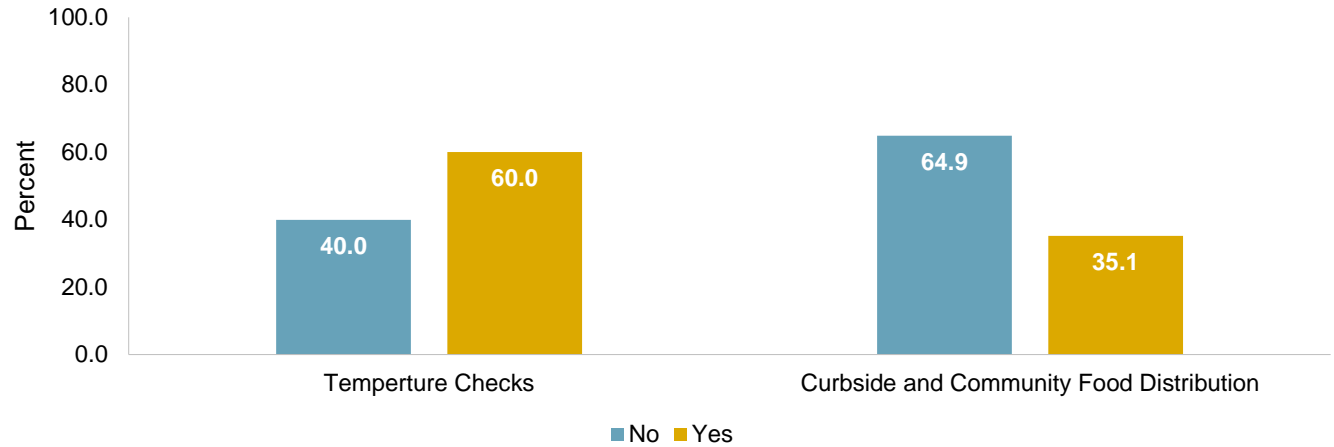
- **Figure 3** shows that the highest percentage of Respondents in Multiple Roles indicated to require mask indoors, but eliminate outdoors when physical distancing is maintained (28.3 percent).

Figure 4. Respondents in Multiple Roles’ feedback on physical distancing requirements (n=441)



- **Figure 4** reveals that the highest percentage of Respondents in Multiple Roles recommended maintaining the physical distancing requirements as stated in HISD’s Communicable Disease Plan (CDP) (45.4 percent).

Figure 5. Respondents in Multiple Roles' feedback on temperature checks and curbside and community food distribution (n=438 and n=441, respectively)

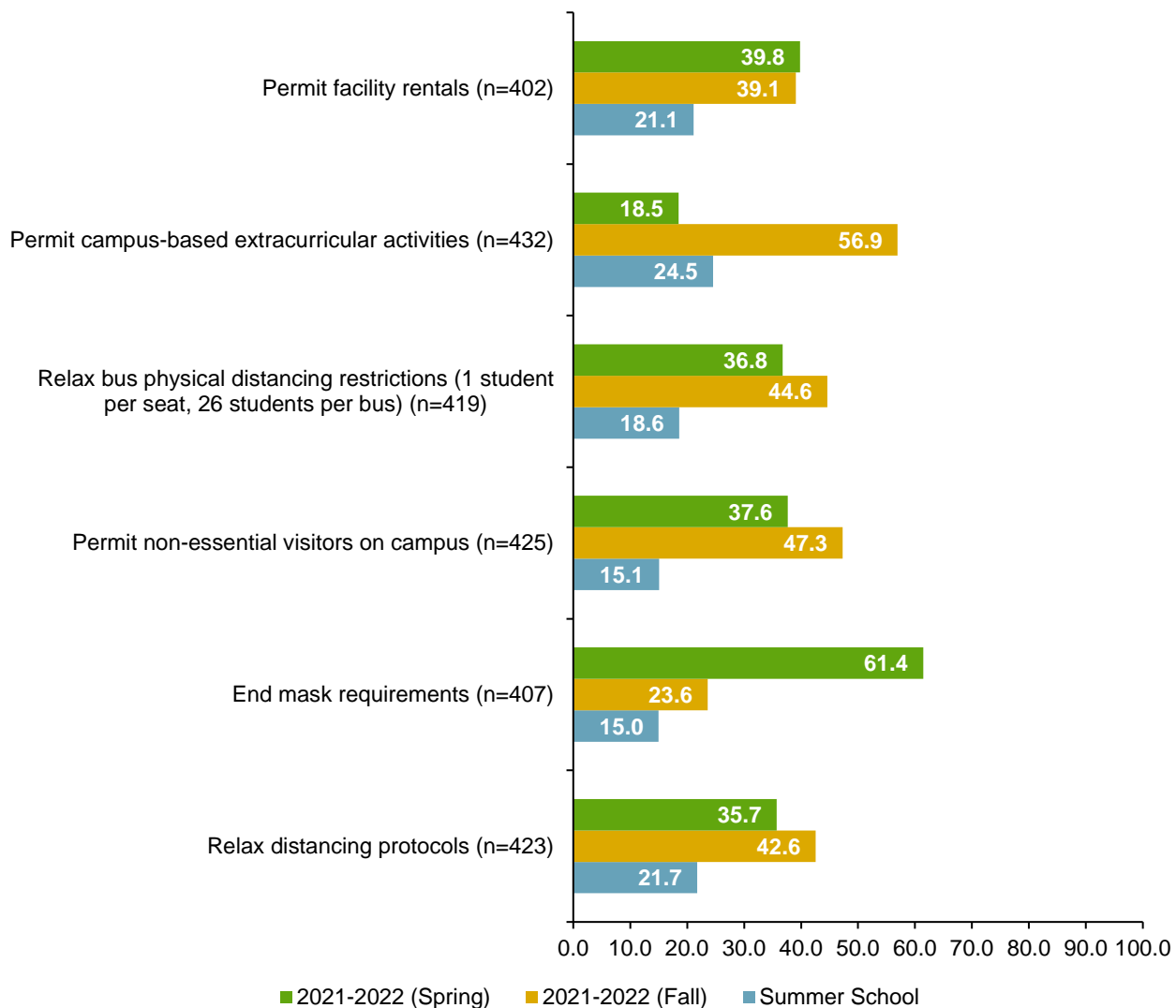


- The majority of Respondents in Multiple Roles replied to continue temperature checks (60.0 percent) (**Figure 5**).
- Figure 5 shows that 35.1 percent of the Respondents in Multiple Roles selected to continue curbside and community food distribution.

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**, Respondents in Multiple Roles indicated that the fall of 2021–2022 is the preferred timeframe for four of the six activities.
- The highest percentage of Respondents in Multiple Roles noted that the activity to take place in the fall of 2021–2022 was “permit campus-based extracurricular activities” (56.9 percent), followed by “permit non-essential visitors on campus” (47.3 percent).
- The lowest percentage of Respondents in Multiple Roles responded “end mask requirement” in the fall of 2021–2022 (61.4 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



Note: Percentages may not total 100 percent due to rounding.

Respondents in Multiple Roles were asked what are the most important resources that students need to address the impact of the COVID-19 pandemic.

- A total of 430 Respondents in Multiple Roles addressed the open-ended question.
- The common themes reported are below:
 1. Provide bridge programs (i.e., small group intensive interventions, one-on-one tutoring, summer school, afterschool instruction) to address learning loss for all students, including students with disabilities
 2. Improve the quality of campus facilities (i.e., HVAC system, building repairs)
 3. Provide resources for teachers and students (competitive salaries, classroom supplies, teacher professional development, updated technology)
 4. Provide additional support to help parents educate their children at home
- A sample of responses were:

*"**Ventilation** and **case management/wrap-around services** are the two biggest concerns I have. These two can make our schools safer over the long term and do more to stabilize students and understand their needs. On **masking rules**, if the science is different based on age, ability to comply with instructions, etc. then there may need to be different rules for different ages. If schools, see high numbers of 12 y/o students vaccinated then they should relax requirements. Additionally, I think there should be differences in the rules for elementary and high school based on the needs of each."*

*"Please do not implement a program that pays district teachers to tutor their own kids. after hours. This is a horrible idea and will only lead to MORE **burnout**. This is an amazing opportunity to be creative and come up with out of the box ideas!"*

*"If we are planning to have all students return to in-person for 2021-22 (which I hope we do), we need to make sure **facilities are safe** and able to accommodate the best practices for reducing disease transmission. We also need to focus on the fact that students have not had normal schooling (even for those who have been in person for parts of this year) since March 2020, so we need to **address basics and learning gaps** before we worry about all of the other issues."*