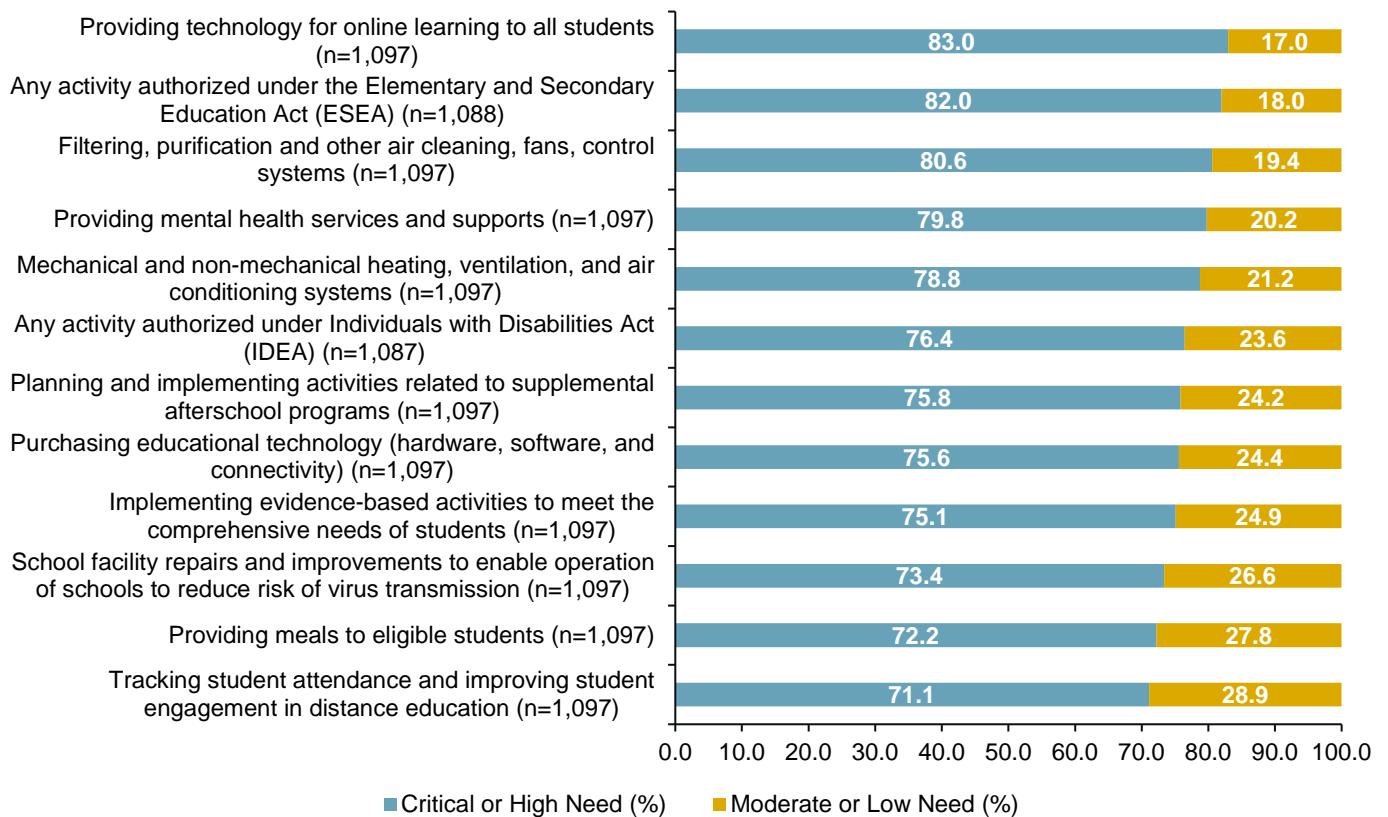


Fast Facts: American Rescue Plan Act, Elementary and Secondary Education Emergency Relief III (ARP, Act ESSER III) HISD Staff

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 1,097 HISD Staff 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.

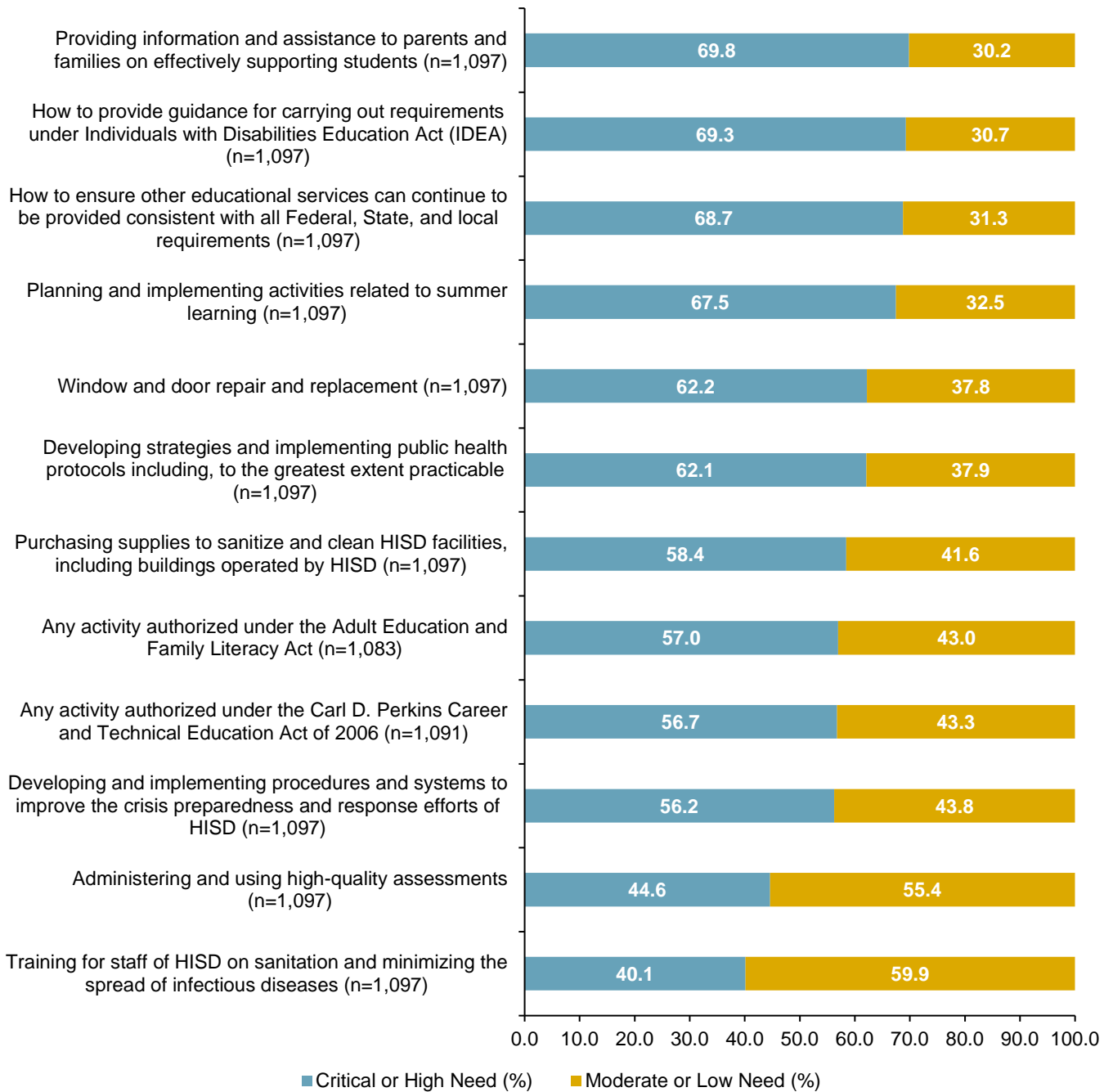
Figure 1. HISD Staff’s responses regarding the utilization of 2021 ARP Act, ESSER III funds by percentage



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

- The highest percentage of HISD Staff revealed that the activity of “critical or high need” for the utilization of ARP Act, ESSER III funds was “providing technology for online learning to all students (83.0 percent), followed by “any activity authorized under the Elementary and Secondary Education Act (ESEA)” (82.0 percent) (**Figure 1**).

Figure 2. HISD Staff’s responses regarding the utilization of the 2021 ARP Act, ESSER III funds by percentage

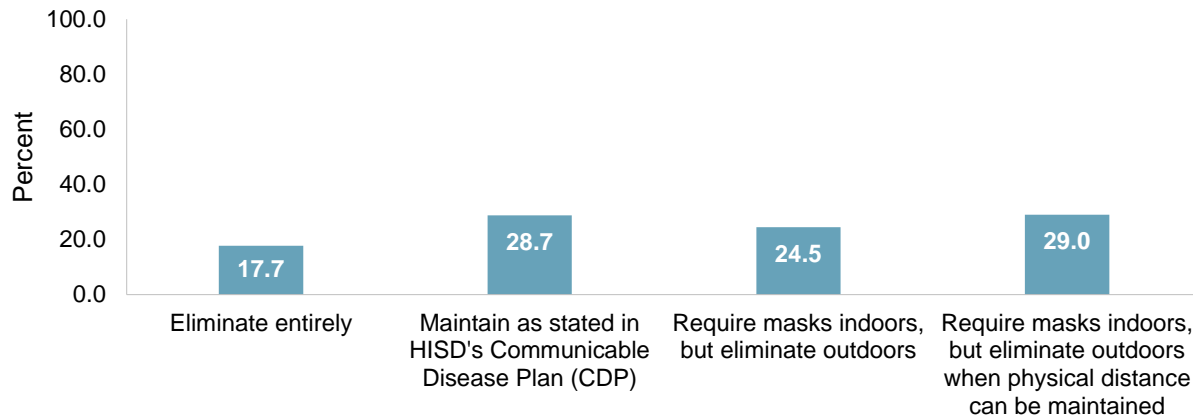


Note: The following survey responses were combined – Critical and High Need, Moderate and Low Need.

- The lowest percentage of HISD Staff indicated the activity of “critical or high need” was “training for staff of HISD on sanitation and minimizing the spread of infectious diseases” (40.1 percent).

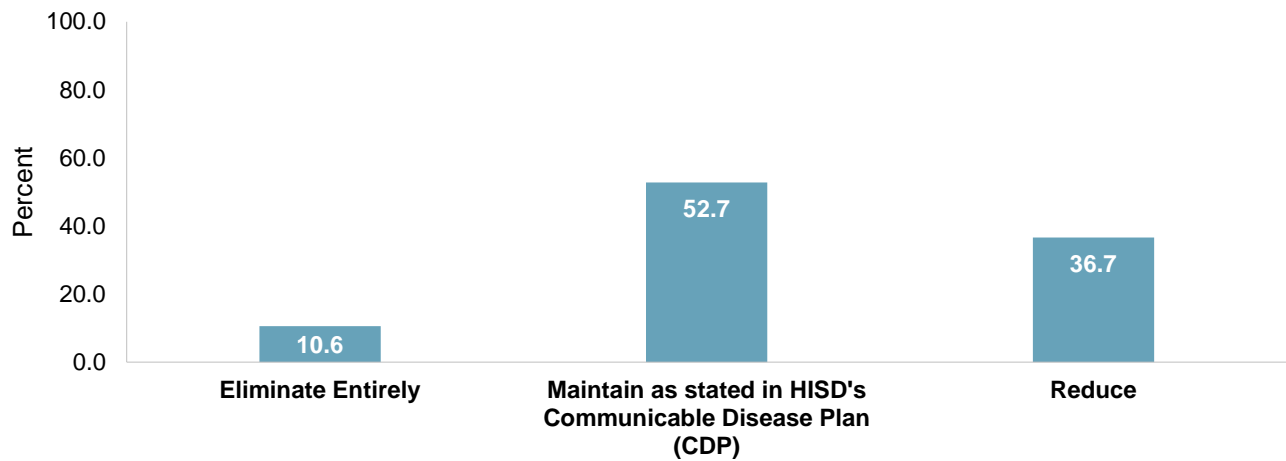
HISD Staff provided feedback on COVID-19 related protocols, including mask requirements, physical distancing, and temperature checks.

Figure 3. HISD Staff’s feedback on mask requirements (n=1,093)



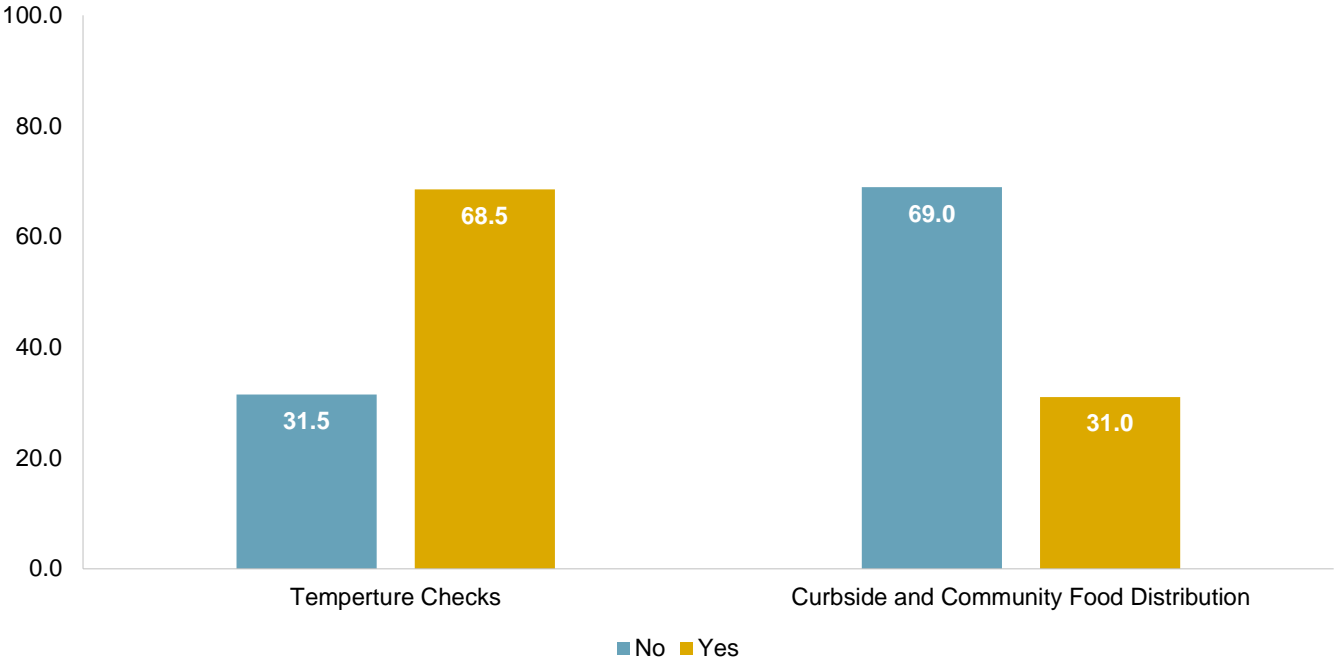
- **Figure 3** shows that the highest percentage of HISD staff responded to require mask indoors, but eliminate outdoors when physical distance can be maintained (29.0 percent).

Figure 4. HISD Staff’s feedback on physical distancing requirements (n=1,094)



- **Figure 4** reveals that the highest percentage of HISD staff recommended maintaining the physical distancing requirements as stated in HISD’s Communicable Disease Plan (CDP) (52.7 percent).

Figure 5. HISD Staff’s feedback on temperature checks and curbside and community food distribution
(n=1,090 and n=1,092, respectively)

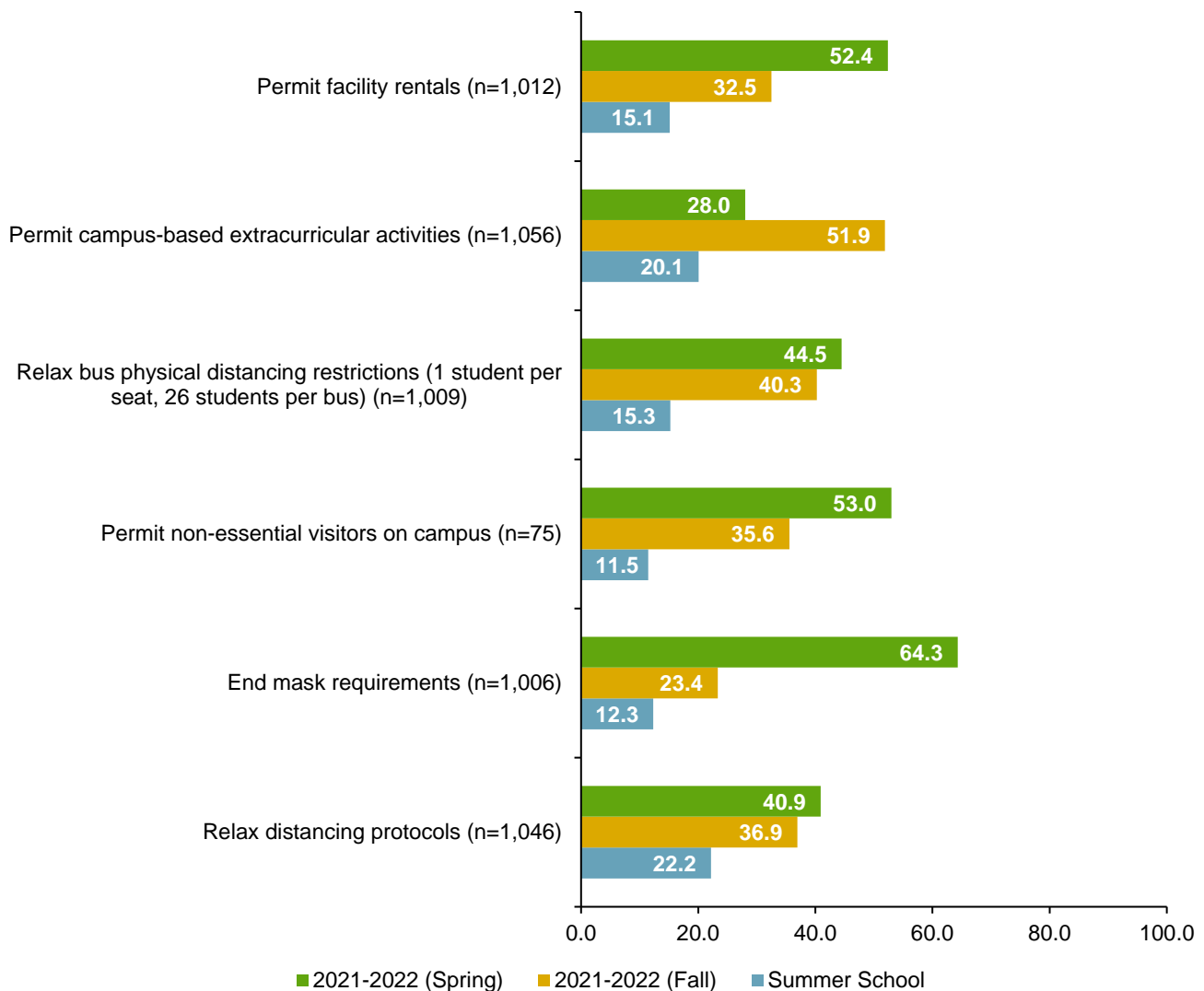


- The majority of HISD Staff replied to continue temperature checks (68.5 percent) (**Figure 5**).
- Figure 5 shows that 31.0 percent of the HISD Staff selected to continue curbside and community food distribution.

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**, HISD Staff responded that the spring of 2021–2022 is the preferred timeframe for five of the six activities.
- The highest percentage of HISD Staff responded that the activity to take place in the spring of 2021–2022 was to “end mask requirements” (64.3 percent), followed by “permit non-essential visitors on campus” (53.0 percent).

Figure 6. HISD Staff’s feedback on timeframe for activities supported by funds from the 2021 ARP Act, ESSER III to support “students’ safe return to in-person instruction” by percentage



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

- A total of 1,062 HISD Staff responded to the open-ended question.
- The common themes reported are below:
 1. Provide requisite technology to bridge the gaps in students' learning
 2. Accelerate student learning through additional programs, including summer school, afterschool tutoring, community learning centers
 3. Hire and retain high quality teachers
 4. Provide mental health supports for students (i.e., school counselors)
 5. Increase fine arts programs to enhance student learning (social emotional)

- A sample of HISD Staff's responses were:

*"We need to **spend less money on high-stakes assessment** and invest in **retaining good teachers** which will directly affect our students in a positive way. We need to focus on their social and emotional learning and provide stability for the next couple of years."*

*"More police in schools DO NOT help our students, particularly students of color and those in low opportunity areas, whose neighborhoods see enough police. **Please do not spend more money on police before spending money on critical wraparound services** like mental health counseling, bills assistance, family supports and resources."*