

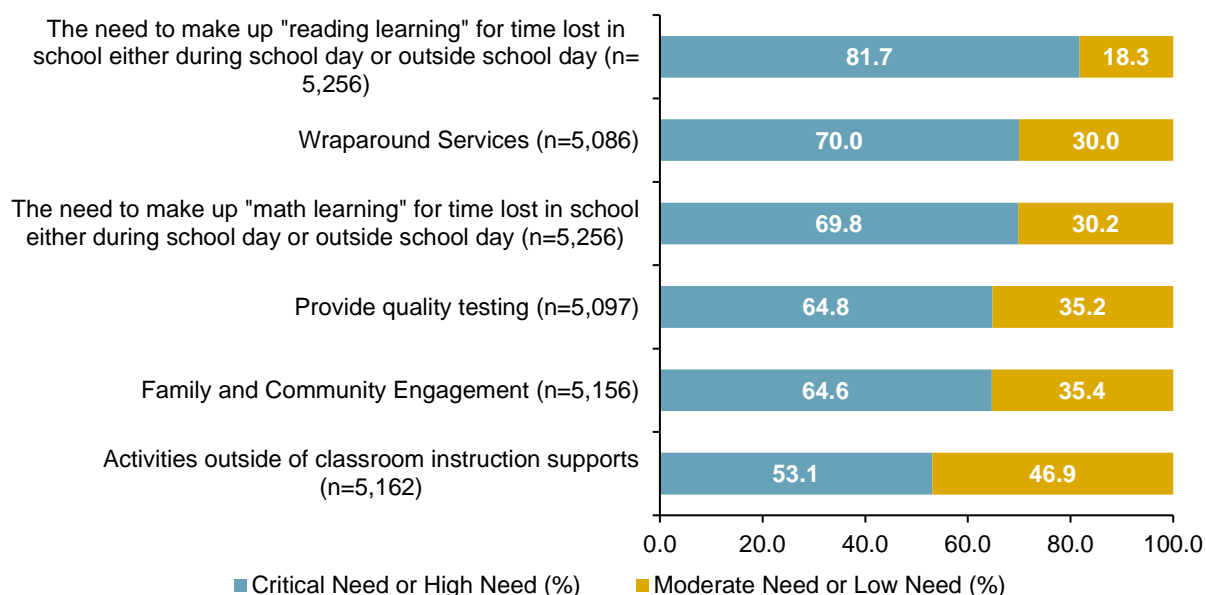
## Fast Facts: American Rescue Plan Act, Elementary and Secondary Education Emergency Relief III (ARP Act, ESSER III) HISD Students

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. The ARP Act, ESSER III grant funds application must be submitted to TEA by Tuesday, July 27, 2021. 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 Students in grades 4 through 12 had the opportunity to provide 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. HISD Students responded to the survey in English (n=4,834) or Spanish (n=422), for a total of 5,256 completed surveys. 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.**

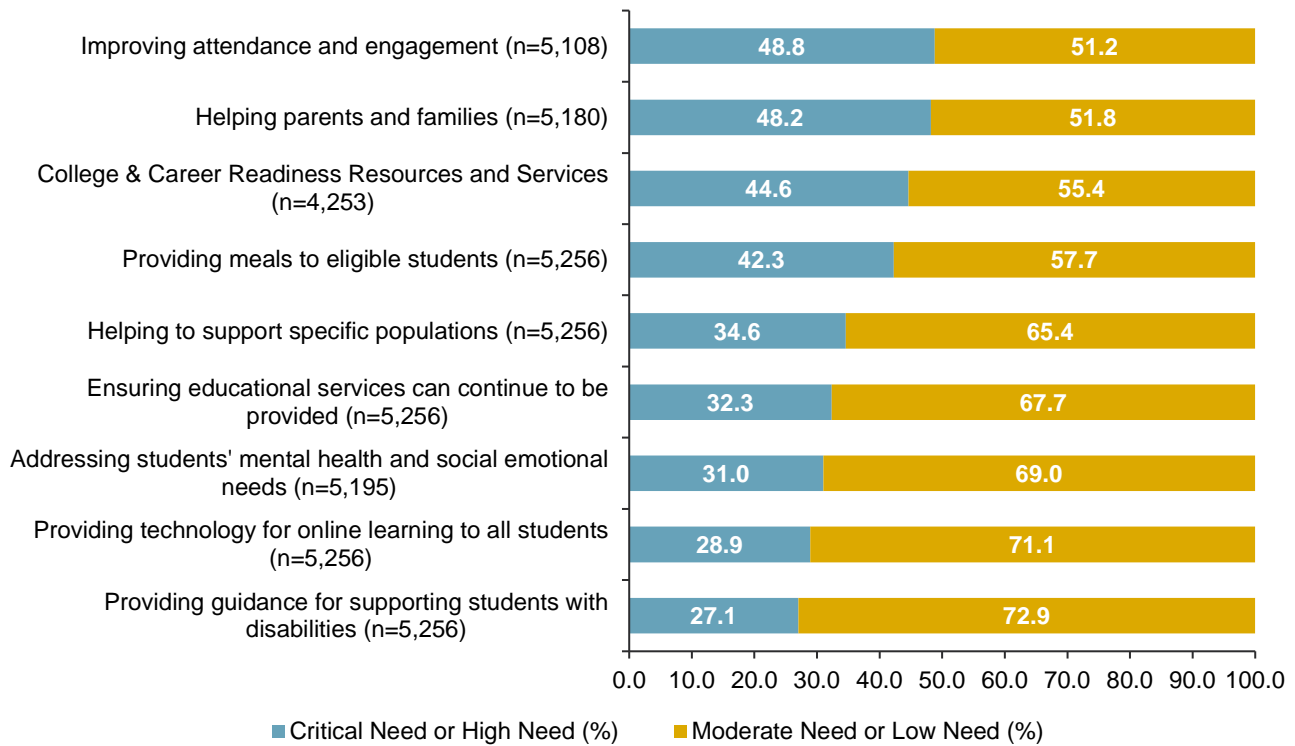
- According to **Figure 1**, the activity with the highest percentage of “critical or high need” responses for the utilization of ARP Act, ESSR III funds was for “The need to make up “reading learning” for time lost in school either during school day or outside school day” (81.7 percent), followed by “Wraparound Services” (70.0 percent).

**Figure 1. HISD Students’ 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.

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

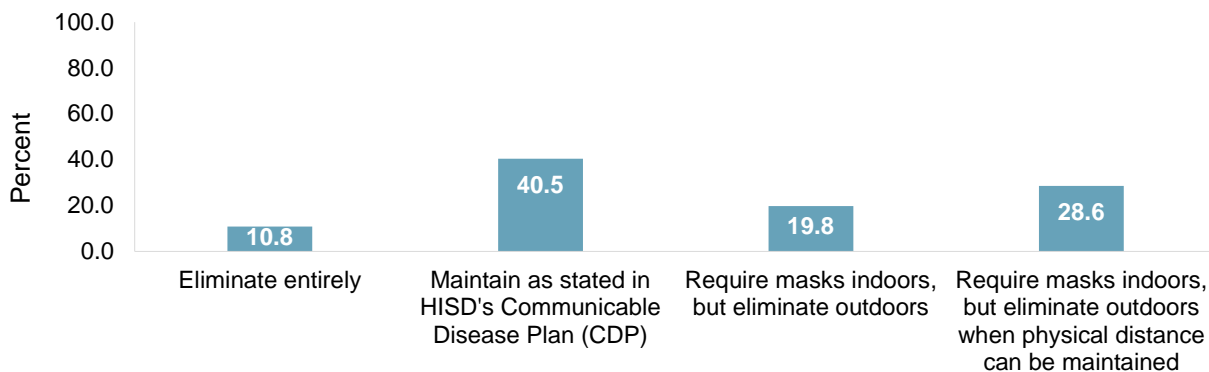


Note: The following survey responses were combined – Critical and High Need, Moderate and Low Need.

- The lowest percentage of “critical or high need” was for “providing guidance for supporting HISD Students with disabilities” (27.1 percent) (**Figure 2**).

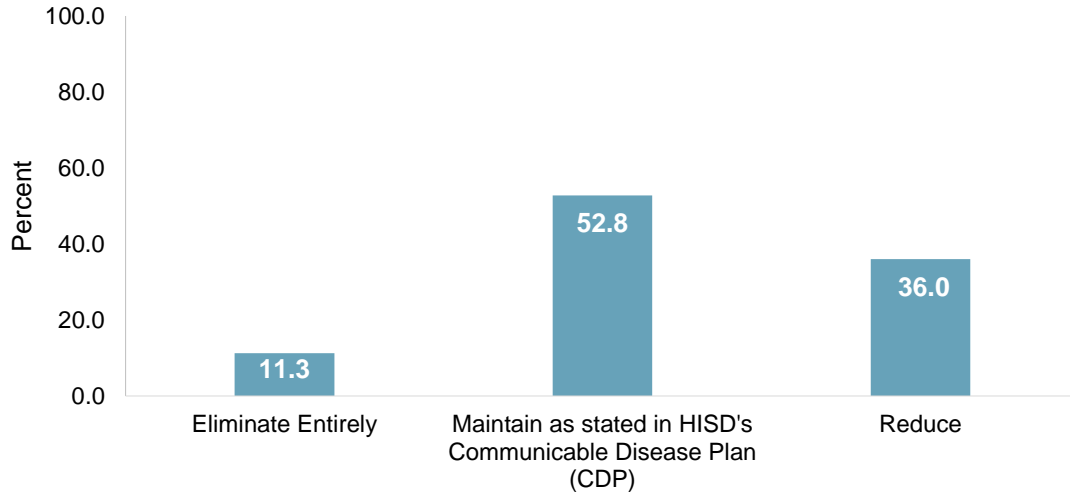
**HISD Students provided feedback on COVID-19-related protocols, including mask requirements, physical distancing, and temperature checks.**

**Figure 3. HISD Students’ feedback on mask requirements (n=5,202)**



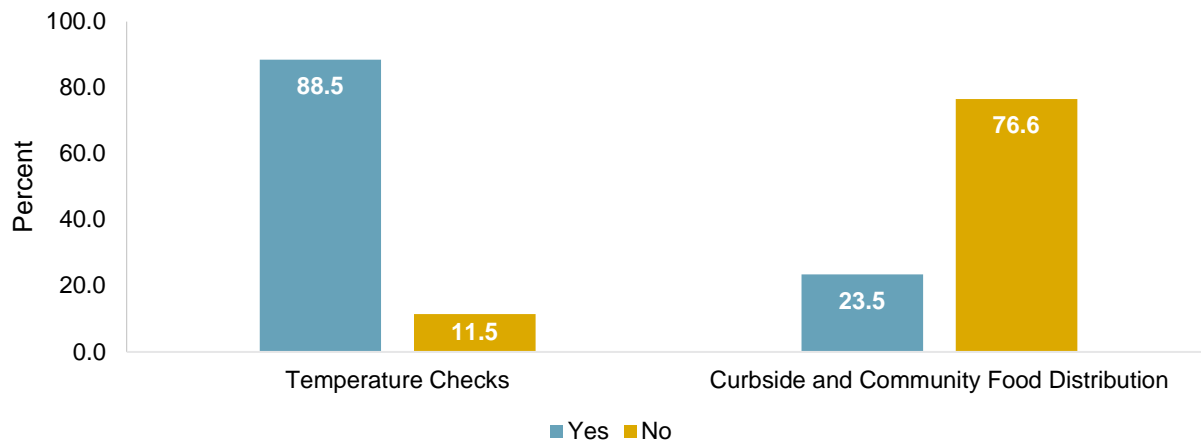
- **Figure 3** shows that the highest percentage of HISD Students responded to maintain the mask guidelines as stated in HISD’s Communicable Disease Plan (CDP) (40.5 percent).

**Figure 4. HISD Students' feedback on physical distancing requirements (n=5,195)**



- **Figure 4** reveals that the highest percentage of HISD Students recommended to maintain the physical distancing requirements as stated in HISD's Communicable Disease Plan (CDP) (52.8 percent).

**Figure 5. HISD Students' feedback on temperature checks and curbside and community food distribution (n=5,196 and n=5,195, respectively)**

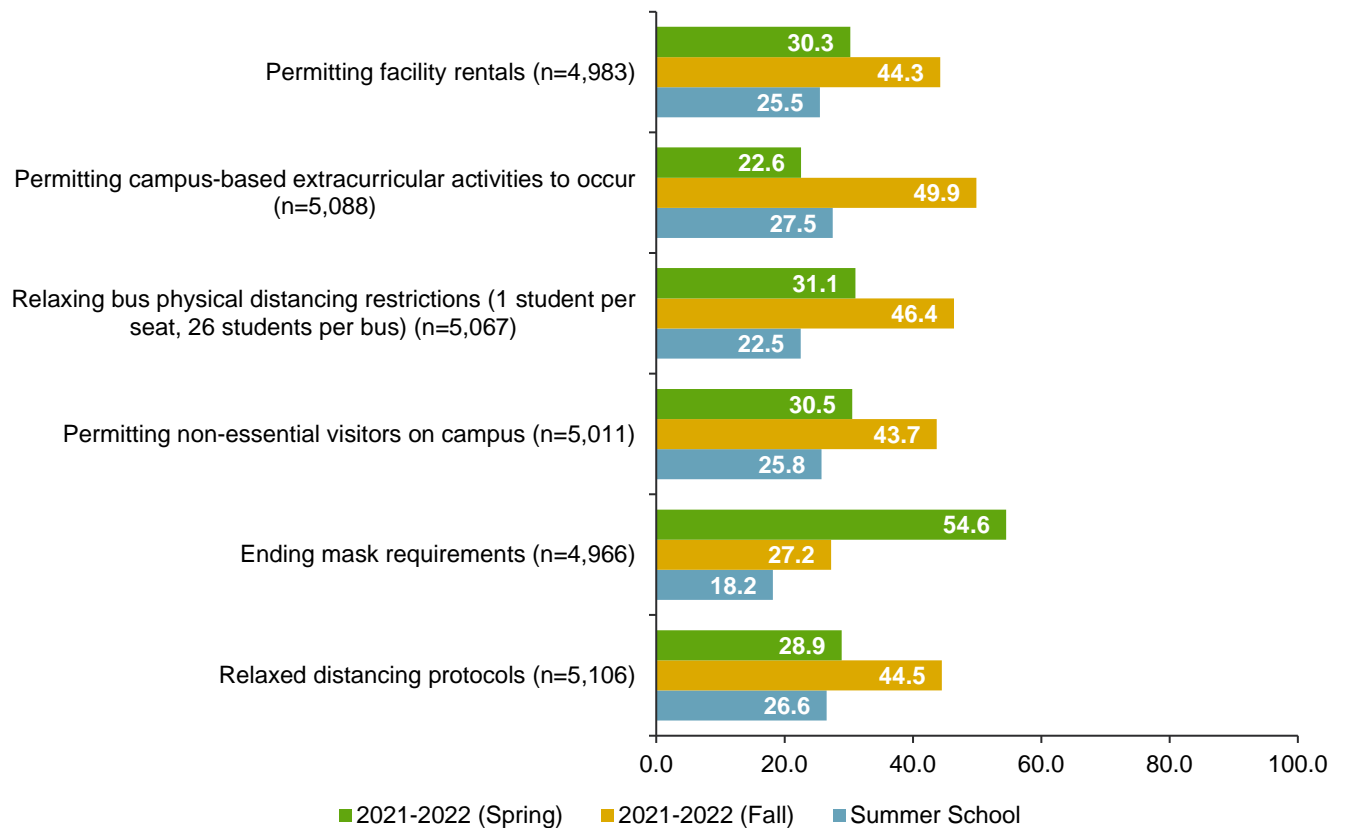


- The majority of HISD Students replied to continue temperature checks (88.5 percent) (**Figure 5**).
- Figure 5 shows that 23.5 percent of the HISD Students selected to continue curbside and community food distribution.

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 Students responded that the fall of 2021–2022 was the preferred timeframe for all activities to take place in support of students returning safely to campus.
- The highest percentage of HISD Students responded “ending mask requirements” (54.6 percent), followed by “permitting campus-based extracurricular activities occur” (49.9 percent) in the fall of 2021–2022.
- The lowest percentage of HISD Students responded to permit non-essential visitors on campus (43.7 percent) in the fall of 2021–2022.

**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.

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

- A total of 2,424 HISD Students responded to the open-ended question.
- The common themes reported are below:
  1. Create more engaging ways to teach students
  2. Provide mental health awareness, emotional support, and counseling for students
  3. Adapt the fine arts program to meet the changing, environmental needs of students
  4. Offer resources to address students' learning loss

- A sample of students' responses were:

*"The best we can do for those going into college or finding their first job is **being a supporter** of them and helping. It is hard now with COVID-19 to find jobs or colleges they can afford."*

*"I would like **more information on college**. For example, how to apply, what requirements are needed, and how to find scholarships."*

- The second most important resource for students was related to Fine Arts (n=442, 18.2 percent). A sample of students' responses were:

*"I wish that **Fine Arts**, especially Visual Arts, would be **funded more** and I think that sometimes when students go to school to pick up supplies, teachers are running out and I think that it's getting very difficult for them."*

*"I think Covid-19 has severely taken a toll on the **fine arts** department and this needs to be addressed with not just funding but **getting the word out** there about upcoming events or accomplishments for all of the fine arts."*