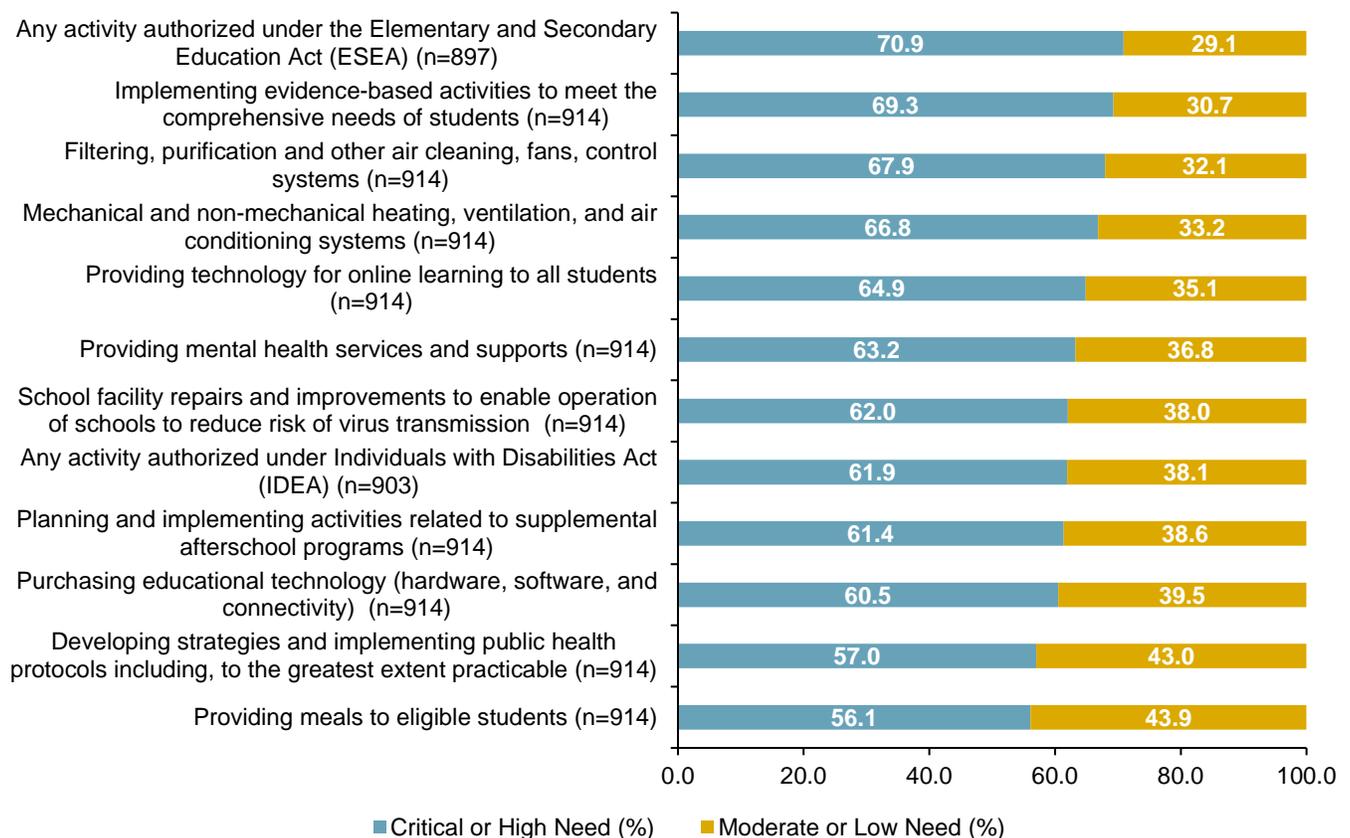


## Fast Facts: American Rescue Plan Act, Elementary and Secondary Education Emergency Relief III (ARP, Act ESSER III) HISD Parents

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 Parents 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 914 HISD Parents 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.

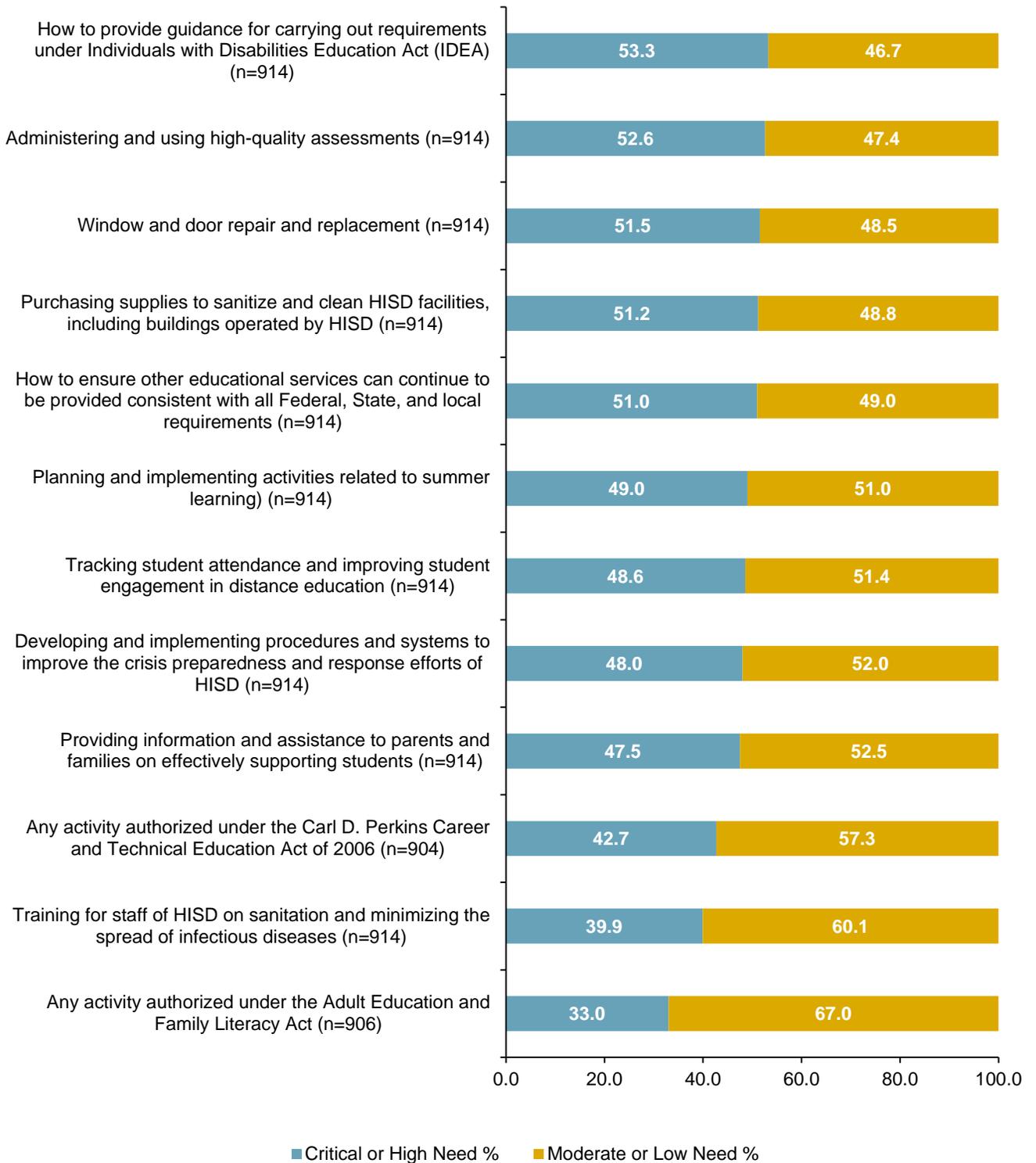
**Figure 1. HISD Parents’ responses regarding the utilization of 2021 ARP Act, ESSER III funds by percentage**



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) (70.9 percent), followed by “implementing evidence-based activities to meet the comprehensive needs of students” (69.3 percent).

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

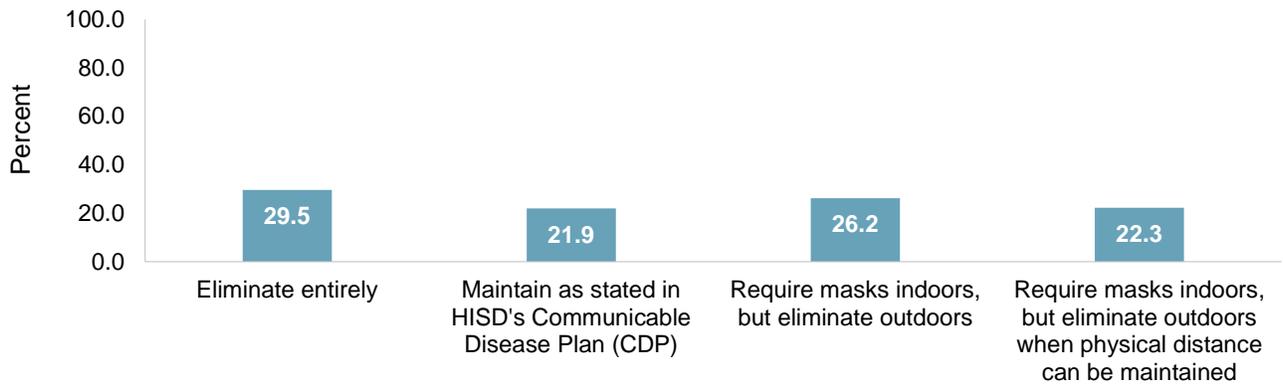


Note: The following survey responses were combined – Critical and High Need, Moderate and Low Need.

- The lowest percentage of HISD Parents indicated that “any activity authorized under the Adult Education and Family Literacy Act” was of “critical or high need” (33.0 percent) (**Figure 2**).

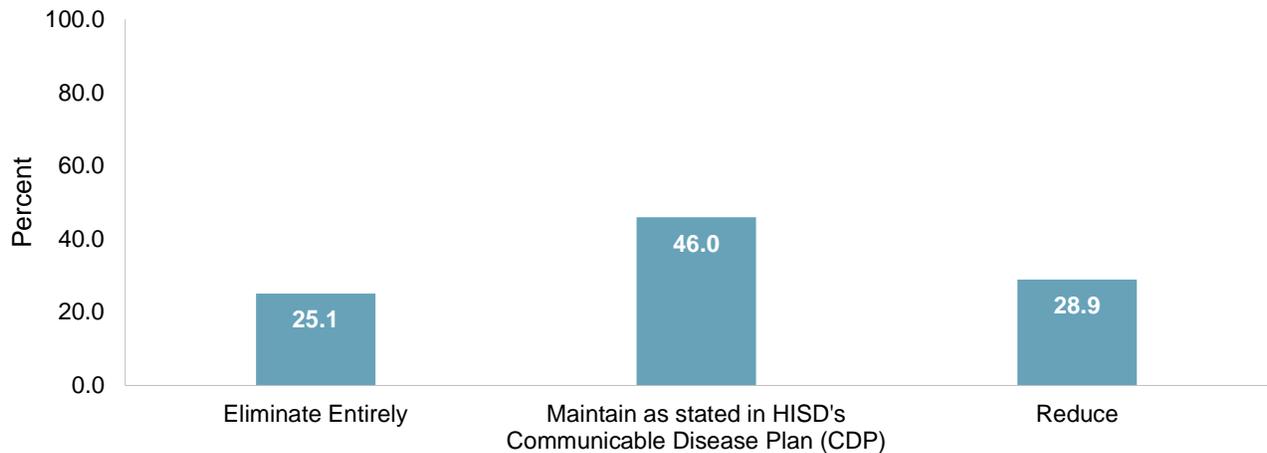
HISD Parents provided feedback on COVID-19-related protocols, including mask requirements, physical distancing, and temperature checks.

Figure 3. HISD Parents' feedback on mask requirements (n=907)



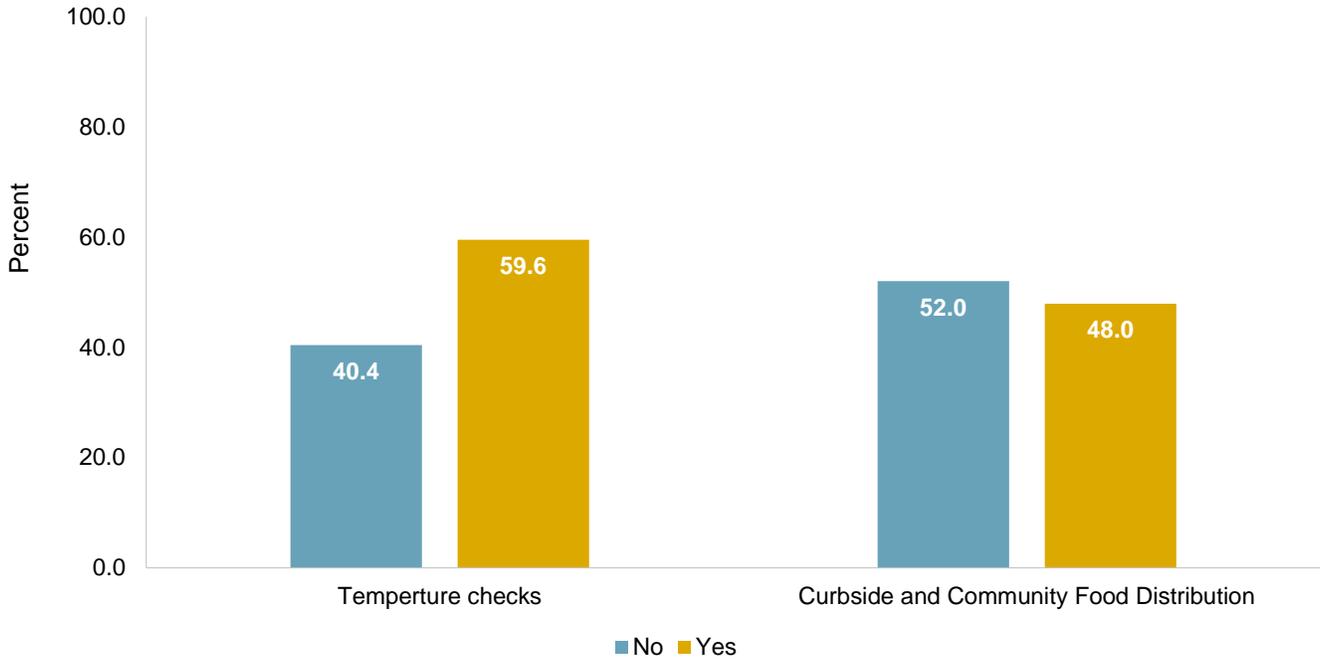
- **Figure 3** shows that the highest percentage of HISD Parents responded to eliminate the mask requirement entirely (29.5 percent).

Figure 4. HISD Parents' feedback on physical distancing requirements (n=907)



- **Figure 4** reveals that the highest percentage of HISD Parents recommended maintaining the physical distancing requirements as stated in HISD's Communicable Disease Plan (CDP) (46.0 percent).

**Figure 5. HISD Parents' feedback on temperature checks and curbside and community food distribution**  
(n=905 and n=905, respectively)

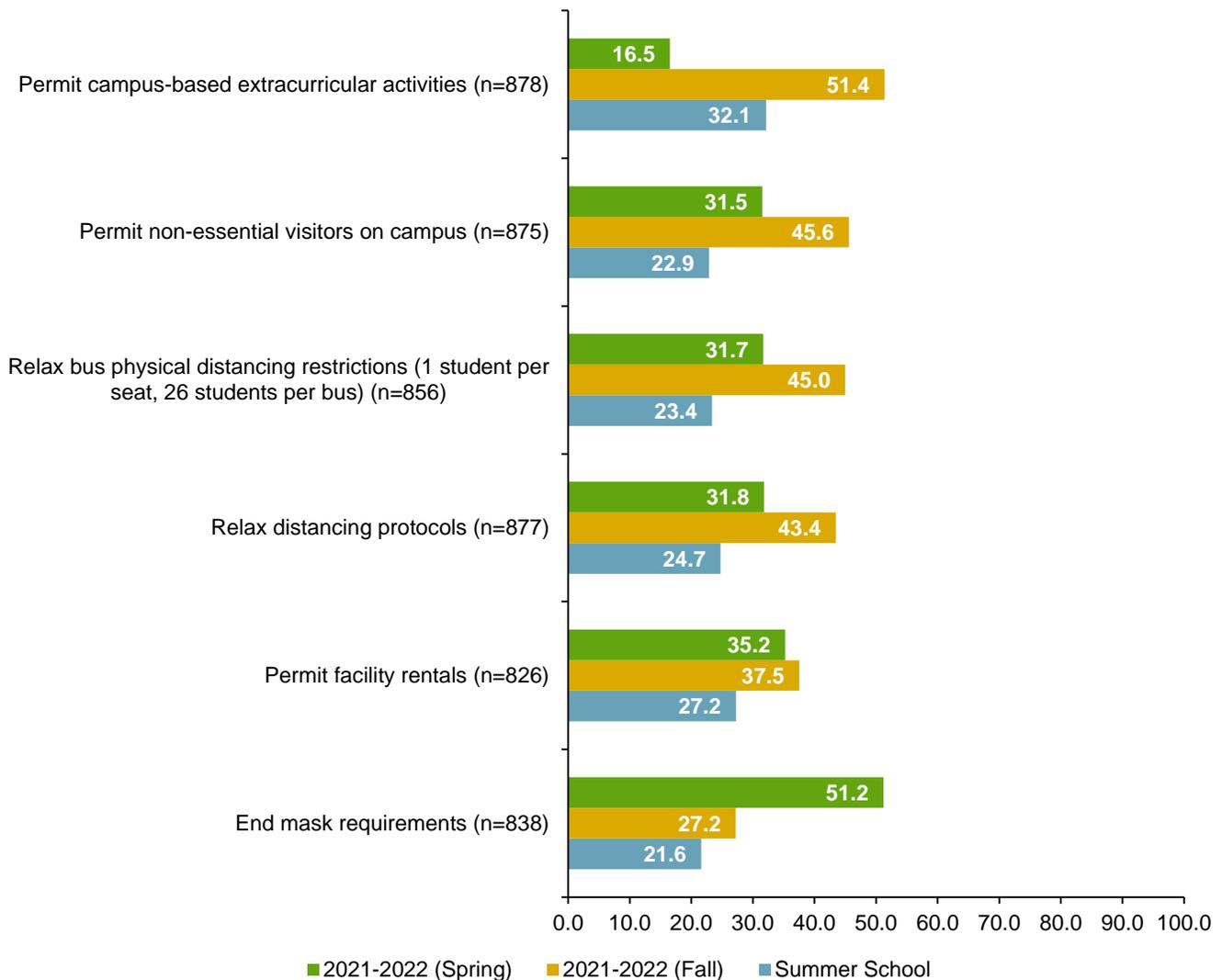


- The majority of HISD Parents replied to continue temperature checks (59.6 percent) (**Figure 5**).
- Figure 5 shows that 48.0 percent of HISD Parents selected to continue curbside and community food distribution.

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 Parents responded that the preferred timeframe for all activities to take place is in the fall of 2021–2022, except to “end mask requirements” in summer school.
- The highest percentage of HISD Parents responded to “permit campus-based extracurricular activities” (51.4 percent), followed by “permit non-essential visitors on campus” (45.6 percent) in the fall of 2021–2022.
- The lowest percentage of HISD Parents responded “end mask requirement” in the fall of 2021–2022 (27.2 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.

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

- A total of 914 HISD Parents responded to the open-ended question.
- The common themes reported are below:
  1. Eliminate or make optional mask requirements for students
  2. Hire and retain high quality teachers and provide sufficient resources (i.e., training, pay, supplies)
  3. Improve learning infrastructure (i.e., air quality, clean and safe facilities)
  4. Balance providing quality curriculum while addressing community needs (e.g., food insecurity, wrap around supports)

- A sample of parents' responses were:

*"This year relied heavily on technology in the classroom which is not appropriate for growing minds of young children. **Planning for safe integration** back towards **tactile learning** should be prioritized."*

*"Providing **food/nutrition to students** and making sure that students attend virtual or in-person classes should be a responsibility of the parent/family...not solely the school district...find[ing] a balance between **helping students thrive in a learning environment** and **holding parents accountable** for their share of the responsibility..."*

*"The schools that do well are usually doing well because of **parent involvement**...Keeping the kids in **afterschool, helping them with homework, and feeding them** will keep them on the track towards learning and also away from any dangers that are in the community."*