Fast Facts: Coronavirus Response and Relief Supplemental Appropriations Act, Elementary and Secondary Education Emergency Relief II (CRRSA Act, ESSER II) Community Members

In May 2021, HISD requested feedback through the American Rescue Plan (ARP) Act ESSER III survey on how the district would use grant funds to address the impact COVID-19 has had – and continues to have – on elementary and secondary schools. Additional funds of \$54.3 billion are available for K-12 schools through the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) Elementary and Secondary School Emergency Relief (ESSER II) funds. The Texas Education Agency (TEA) has released the entitlement for HISD under these CRRSA ESSER II grant funds. HISD's projected entitlement for CRRSA ESSER II grant funds is \$358,195,503. Community members provided feedback on how the district utilizes ESSER II grant funds allocated under the CRRSA Act. The survey was posted on June 21, 2021 and closed on July 2, 2021. A total of 30 community members completed the survey (28 in English, 2 in Spanish). The combined English and Spanish results are provided in this report.

In your opinion, how should HISD prioritize the utilization of CRRSA Act, ESSER II 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 CRRSA Act, ESSER II funds by percentage (highest need)

Any activity authorized under the Elementary and Secondary Education Act (ESEA) (n=30)]		
Providing meals to eligible students (n=30)			
Planning and implementing activities related to supplemental afterschool programs (n=30)	-		
Providing technology for online learning to all students (n=30)			
Providing mental health services and supports (n=30)			
Implementing evidence-based activities to meet the comprehensive needs of students (n=30)	-		
Providing information and assistance to parents and families on effectively supporting students (n=30)	-		
Any activity authorized under Individuals with Disabilities Act (IDEA) (n=29)	-		1
Planning and implementing activities related to summer learning (n=30)	-		7
Any activity authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (n=30)	-		7
How to provide guidance for carrying out requirements under Individuals with Disabilities Education Act (IDEA) (n=30)	-		73
	0.0	20.0	4
■ Crtical Need/High Need (%)	Mod	derate Nee	ed/Lo

90.0 10.0 86.7 13.3 86.7 13.3 83.3 83.3 16.7 83.3 16.7 80.0 20.0 79.3 20.7 76.7 23.3 76.7 26.7 40.0 60.0 80.0 100.0 ow Need (%) Moderate Need/L

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 CRRSA Act, ESSER II funds was "any activity authorized under the Elementary and Secondary Education Act (ESEA) (90.0 percent), followed by "providing meals to eligible students" (86.7 percent).

Figure 2. Community members' responses regarding the utilization of the CRRSA Act, ESSER II funds by percentage (lowest need)

Provide HISD school leaders with the resources necessary to meet the needs of their individual schools (n=30)	70.0	30.0			
Purchasing educational technology for students (n=30)	70.0	30.0			
- Filtering, purification and other air cleaning, fans, control systems (n=30)	63.3	36.7			
Mechanical and non-mechanical heating, ventilation, and air conditioning systems (n=30)	63.3	36.7			
School facility repairs and improvements to enable operation of schools s (n=30)	63.3	36.7			
How to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements (n=30)	63.3	36.7			
Any activity authorized under the Adult Education and Family Literacy Act (n=29)	62.1	37.9			
Window and door repair and replacement (n=30)	60.0	40.0			
Tracking student attendance and improving student engagement in distance education (n=30)	60.0	40.0			
Developing and implementing procedures and systems to improve the crisis preparedness and response efforts of HISD (n=30)	56.7	43.3			
Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies inline with guidance from CDC (n=30)	56.7	43.3			
Administering and using high-quality assessments (n=30)	50.0	50.0			
- Purchasing supplies to sanitize and clean HISD facilities, including buildings operated by HISD (n=30)	36.7	63.3			
Training for staff of HISD on sanitation and minimizing the spread of infectious diseases (n=30)	36.7	63.3			
	.0 20.0 40.0	60.0 80.0 100.0			
Crtical Need/High Need (%) Moderate Need/Low Need (%)					

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" and "purchasing supplies to sanitize and clean HISD facilities, including buildings operated by HISD" both at 36.7 percent (**Figure 2**).

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 25 community members responded to the open-ended question.
- The common themes reported are below.
 - 1. Support students by providing counseling services.
 - 2. Access to arts education to increase student engagement.
 - 3. Support student learning through equal access to instructional resources.
- A sample of community members' responses were:

"Therapeutic counseling at all schools esp. Elementary and Middle Schools."

"[S]ocial-emotional supports and time to develop strong relationships with adults on campus."

"Students with access to **arts education** feel more a part of the school community, have a vital creative and social outlet and build their SEL [social emotional learning]."

The most important resource that children need to address the impact of COVID-19 is **equal access to** *instructional resources* and services to *support effective instruction and intervention*.