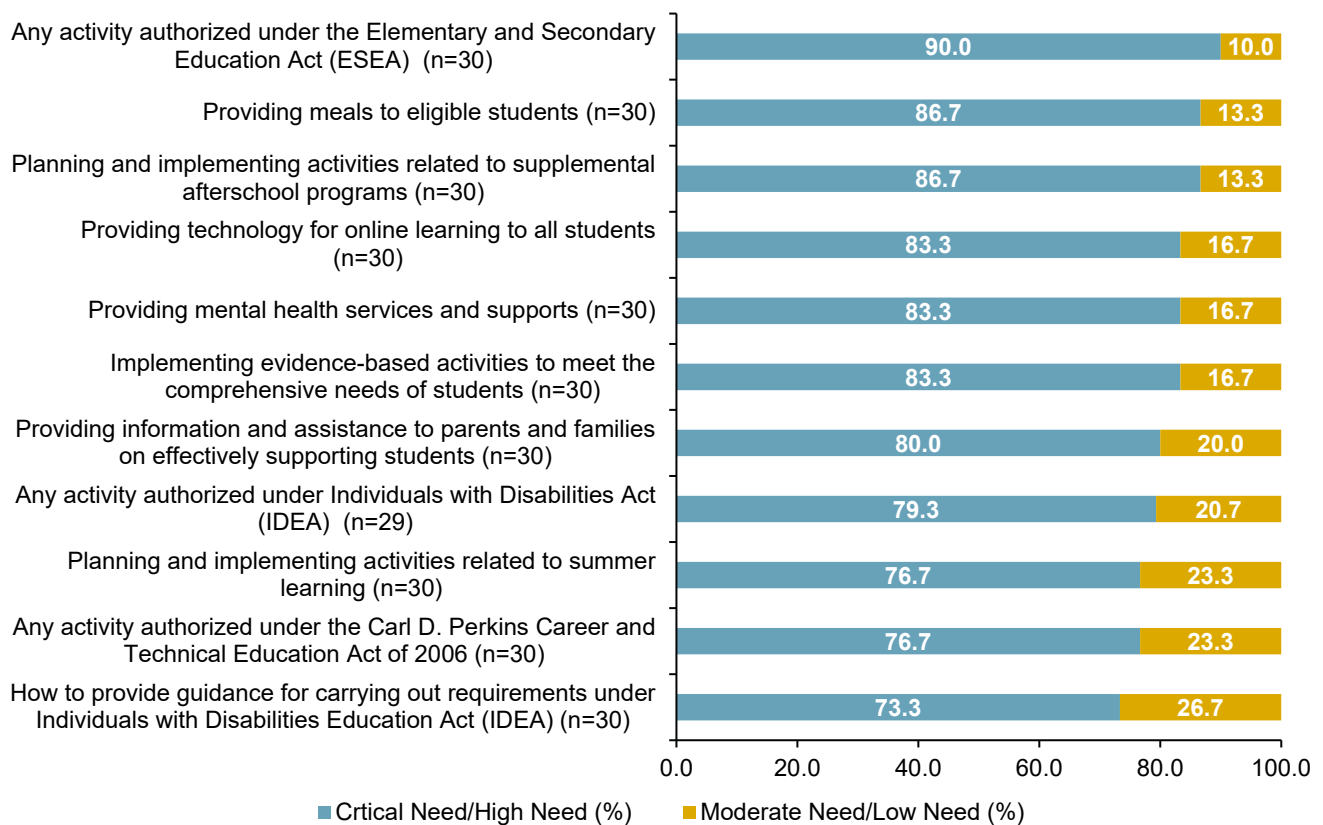


Fast Facts: Coronavirus Response and Relief Supplemental Appropriations Act, Elementary and Secondary Education Emergency Relief II (CRRSA Act, ESSER II) Community Members

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.

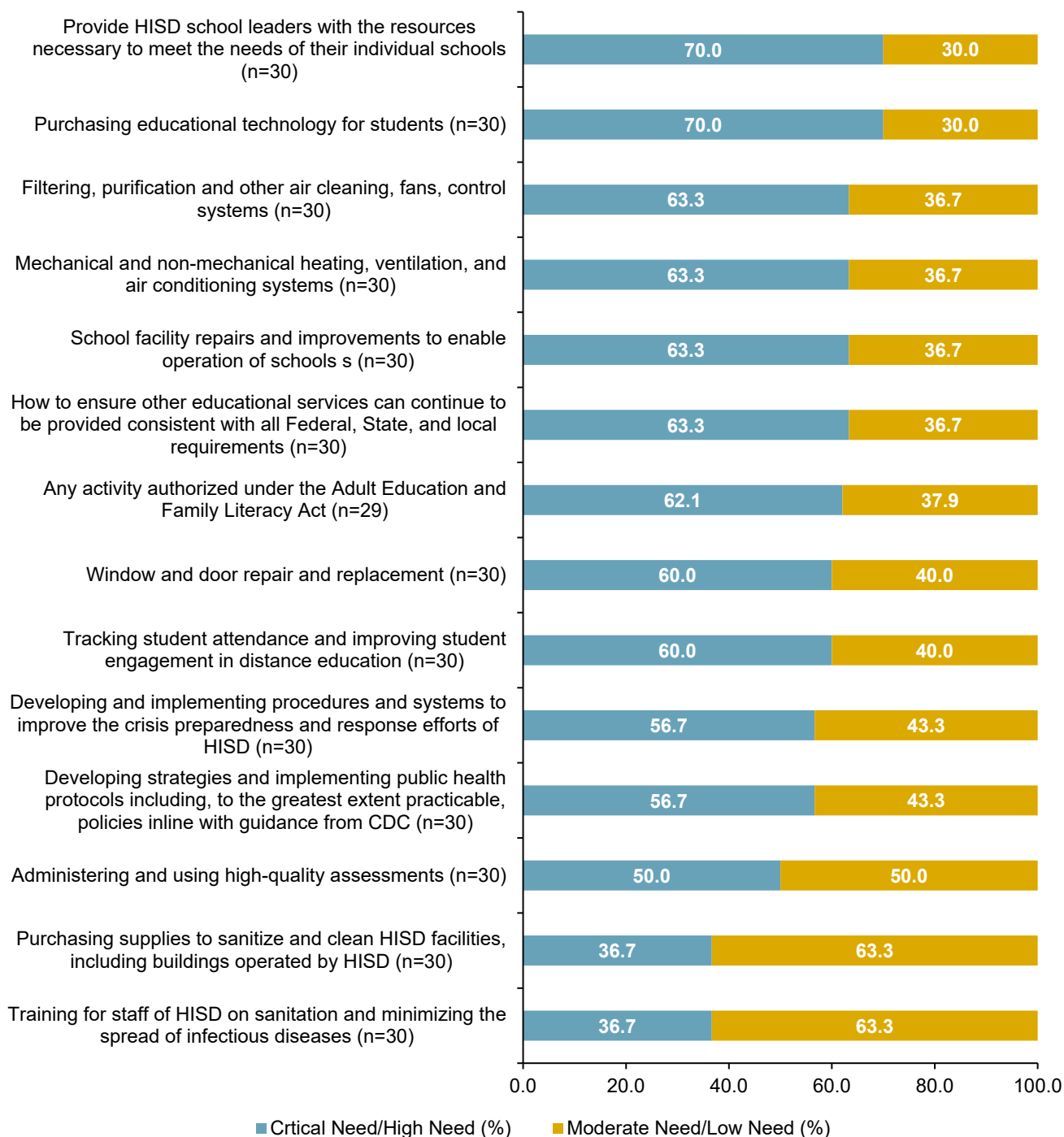
Figure 1. Community members' responses regarding the utilization of CRRSA Act, ESSER II funds by percentage (highest need)



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)



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.