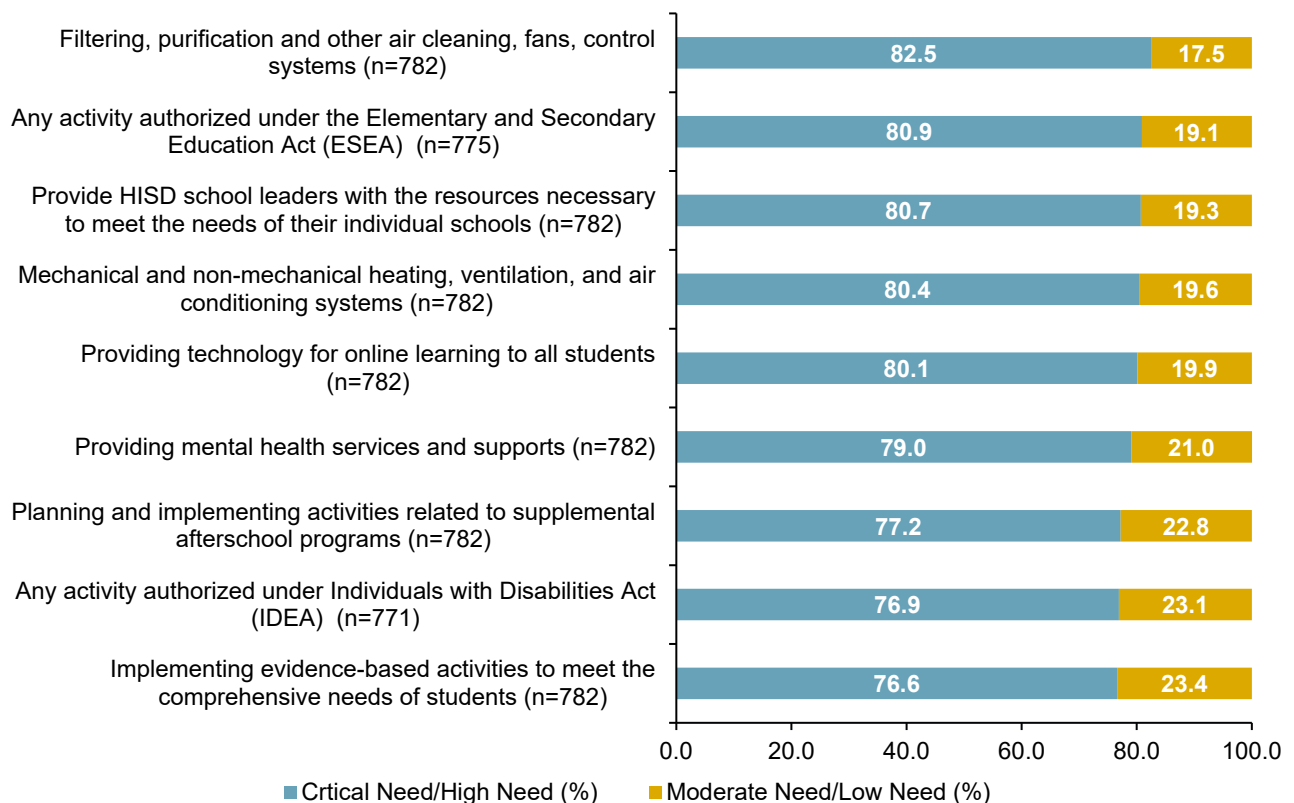


Fast Facts: Coronavirus Response and Relief Supplemental Appropriations Act, Elementary and Secondary Education Emergency Relief II (CRRSA Act, ESSER II) HISD Staff

In May 2021, HISD requested feedback through the American Rescue Plan (ARP) Act ESSER III survey regarding 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. HISD staff 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 782 HISD staff members completed the survey (767 in English, 15 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.

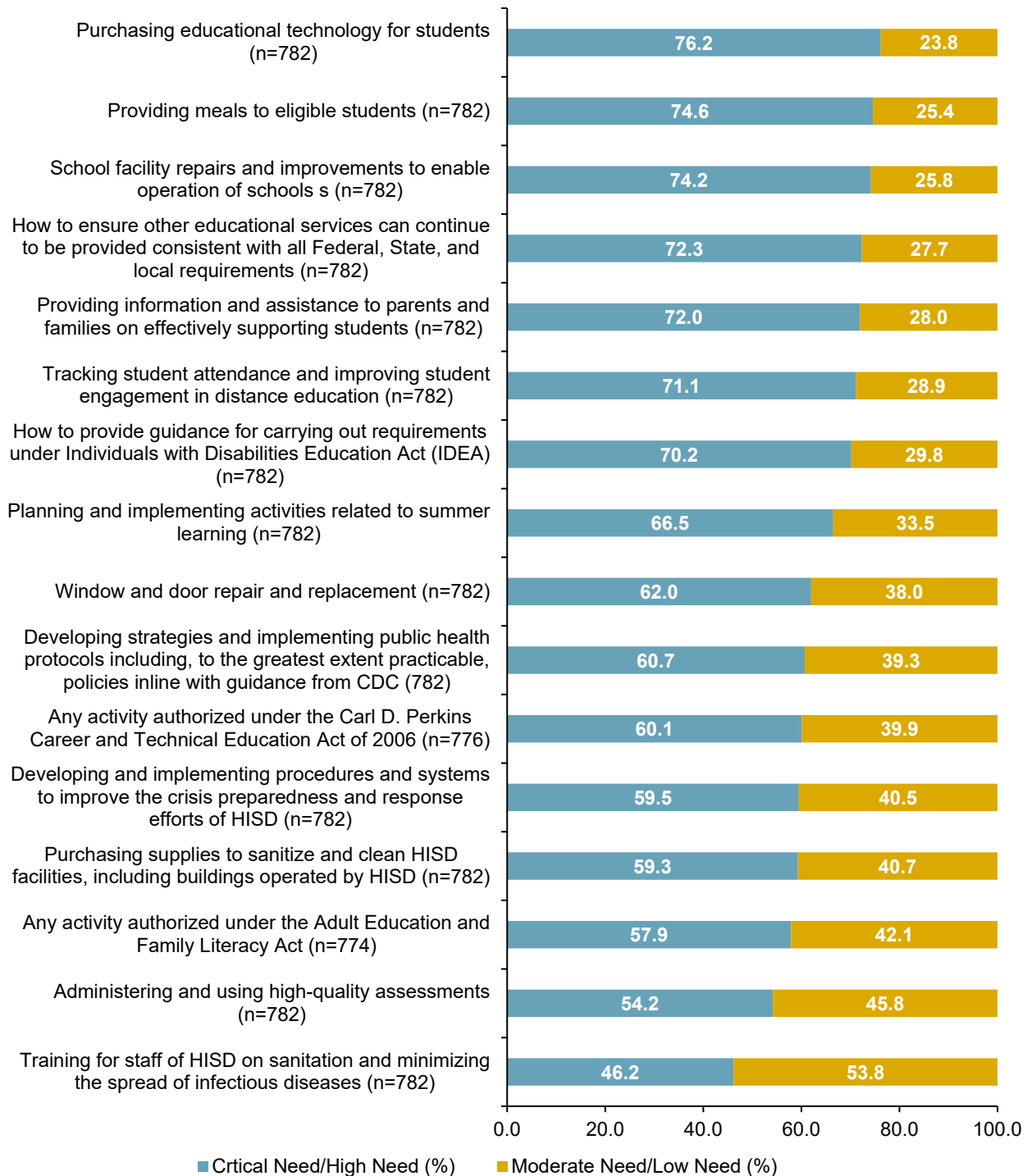
Figure 1. HISD staff's responses regarding the utilization of CRRSA Act, ESSER II funds by percentage (highest need)



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 “filtering, purification and other air cleaning, fans, control systems (82.5 percent)”, followed by “any activity authorized under the Elementary and Secondary Education Act (ESEA)” (80.9 percent).

Figure 2. HISD staff's 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 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” (46.2 percent).

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 625 HISD staff members responded to the open-ended question.
- The common themes reported are below.
 1. Increase school and parent collaboration to support students overcoming learning loss.
 2. Support student learning by providing mental health services upon return to in-person learning.
 3. Support student learning through increased access to technology for students (i.e. devices, internet hotspots).
 4. Allocate funds to meet campus, students, and teacher needs (i.e., increase after school tutoring, technology)
- A sample of HISD staff member responses were:

*"The parent. Hopefully, the parents have seen the depths and the dedication that most teachers have for their students and their passion to teach. **Parent involvement** is a CRITICAL NEED...."*

*"**Social-emotional** impacts to address potential fear of return, staying hygiene safe without distancing and masks, and self-esteem concerns related to learning loss or gaps without the high push to "catch up" by teachers and admin."*

*"... I think we did good working to get **students hotspots**, computers at home, learning sanctuaries (this was good but if we have to do this again please seek feedback from those of us who volunteered as site managers)."*

*"We will need **afterschool interventions**, afterschool programs, teach parents how to use **technology**, more updated technology devices for our students."*