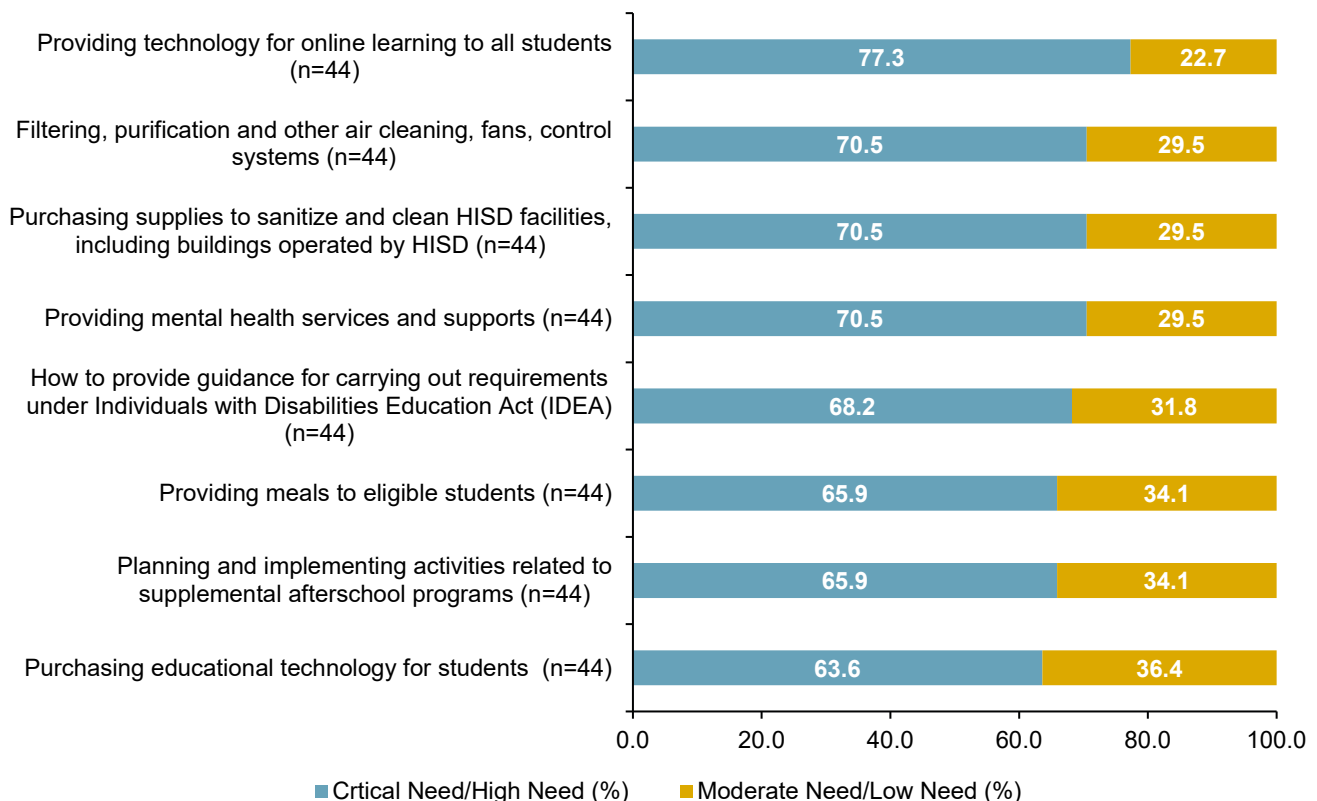


Fast Facts: Coronavirus Response and Relief Supplemental Appropriations Act, Elementary and Secondary Education Emergency Relief II (CRRSA Act, ESSER II) HISD Students

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 students provided feedback on how the district should utilize 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 44 HISD students completed the survey (41 in English, 3 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 students' 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 “providing technology for online learning to all students” (77.3 percent), followed by “filtering, purification and other air cleaning, fans, control systems” (70.5 percent).

Figure 2. HISD students' 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 students indicated the activity of “critical or high need” was “any activity authorized under the Carl D. Perkins Career and Technical Education Act of 2006” (34.1 percent) (**Figure 2**).

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

- A total of 29 students responded to the open-ended question.
- The common themes reported are below.
 1. Support students by providing mental health services.
 2. Support student learning through increased access to technology (i.e., devices, internet access)
 3. Provide teachers that engage students both academically and emotionally.

- A sample of student responses were:

*“COVID-19 impacts **mental health** many of us suffer from depression and anxiety etc. Many of the parents of the special education students are also having a hard time trying to help their kids succeed in these hard times...”*

*“Students need **sufficient technology**... to engage with classroom demands.”*

*“I think the most important resource that children need is support from their loved ones and most of all **teachers and staff** that care.”*

*“Children need **teachers** that help students engage in learning.”*