## Fast Facts: Coronavirus Response and Relief Supplemental Appropriations Act, Elementary and Secondary Education Emergency Relief II (CRRSA Act, ESSER II) Multiple Roles (Community Member, Parent, and/or 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. Respondents in multiple roles 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 318 survey respondents (300 in English, 17 in Spanish, 1 in Vietnamese) indicated that they are in multiple roles (community member, parent, and/or staff). The combined English, Spanish, and Vietnamese 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. Respondents in multiple roles regarding the utilization of CRRSA Act, ESSER II funds by percentage (highest need)
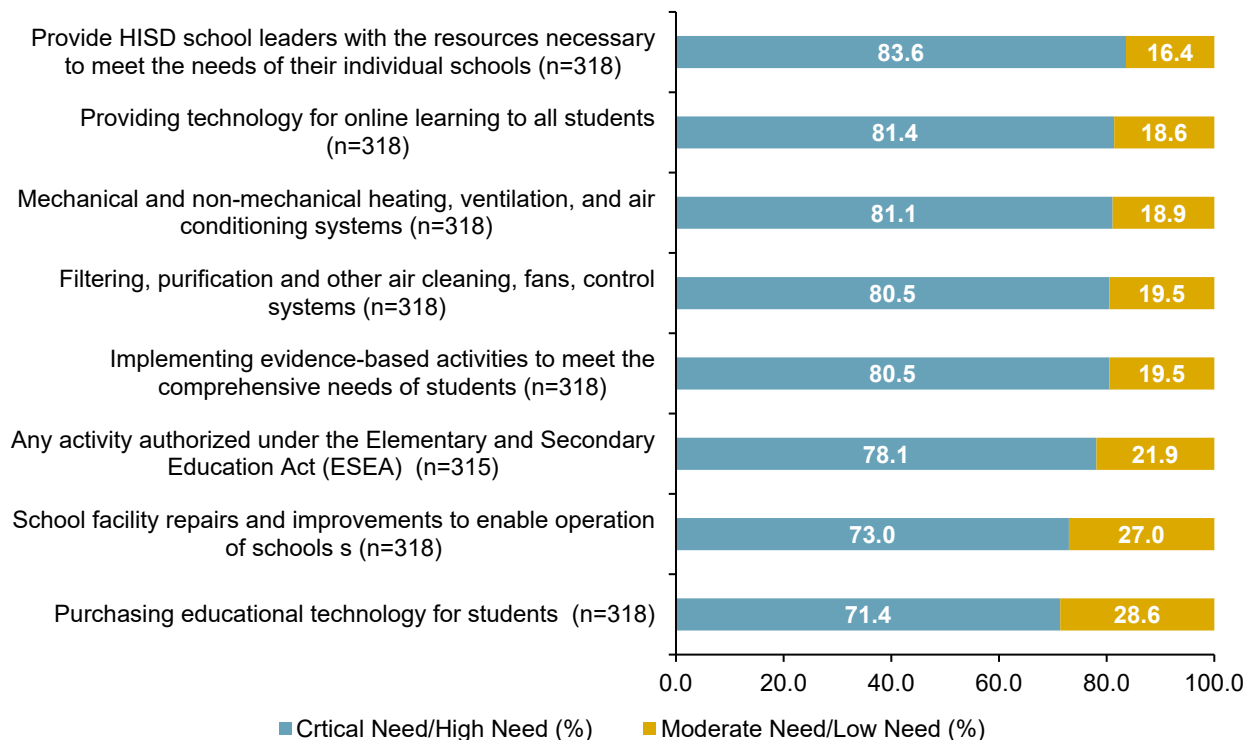
Note: The following survey responses were combined – Critical and High Need, Moderate and Low Need.

- 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 to "provide HISD school leaders with the resources necessary to meet the needs of individual schools" (83.6 percent), followed by "providing technology for online learning to all students" (81.4 percent).
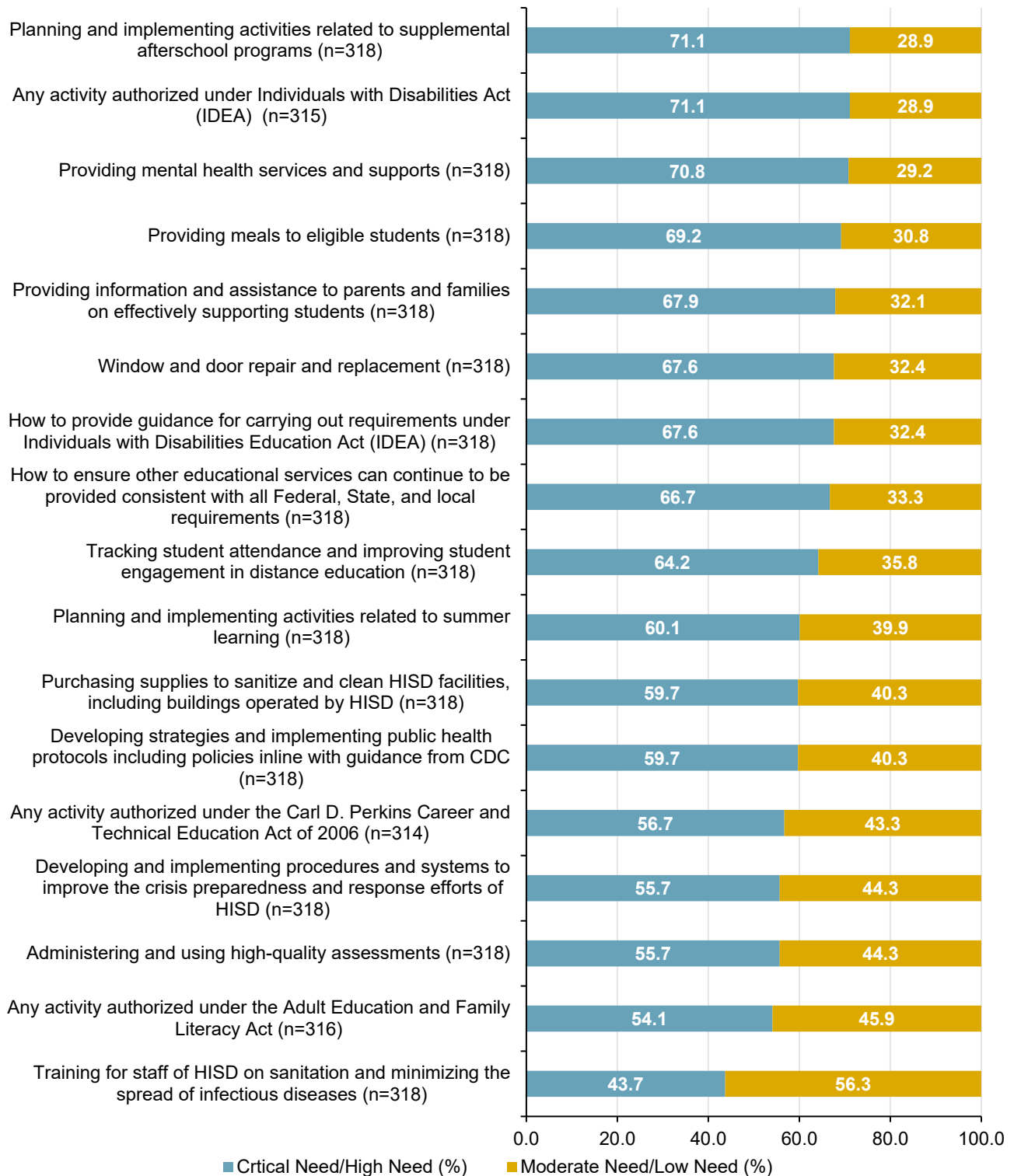
Figure 2. Respondents in multiple roles regarding the utilization of the CRRSA Act, ESSER II funds by percentage (lowest need)

Activity	Critical Need/High Need (%)	Moderate Need/Low Need (%)
Planning and implementing activities related to supplemental afterschool programs (n=318)	71.1	28.9
Any activity authorized under Individuals with Disabilities Act (IDEA) (n=315)	71.1	28.9
Providing mental health services and supports (n=318)	70.8	29.2
Providing meals to eligible students (n=318)	69.2	30.8
Providing information and assistance to parents and families on effectively supporting students (n=318)	67.9	32.1
Window and door repair and replacement (n=318)	67.6	32.4
How to provide guidance for carrying out requirements under Individuals with Disabilities Education Act (IDEA) (n=318)	67.6	32.4
How to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements (n=318)	66.7	33.3
Tracking student attendance and improving student engagement in distance education (n=318)	64.2	35.8
Planning and implementing activities related to summer learning (n=318)	60.1	39.9
Purchasing supplies to sanitize and clean HISD facilities, including buildings operated by HISD (n=318)	59.7	40.3
Developing strategies and implementing public health protocols including policies inline with guidance from CDC (n=318)	59.7	40.3
Any activity authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (n=314)	56.7	43.3
Developing and implementing procedures and systems to improve the crisis preparedness and response efforts of HISD (n=318)	55.7	44.3
Administering and using high-quality assessments (n=318)	55.7	44.3
Any activity authorized under the Adult Education and Family Literacy Act (n=316)	54.1	45.9
Training for staff of HISD on sanitation and minimizing the spread of infectious diseases (n=318)	43.7	56.3

■ 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 persons in Multiple Roles indicated the activity of "critical or high need" was "training for staff of HISD on sanitation and minimizing the spread of infectious diseases" (43.7 percent) (**Figure 2**).

Respondents in multiple roles were asked what are the most important resources that students need to address the impact of the COVID-19 pandemic.

- A total of 256 respondents in multiple roles addressed the open-ended question.

- The common themes reported are below.
  1. Provide counselors and mental health services.
  2. Provide instructional and technology resources for students to support learning (i.e, afterschool tutoring, expanded prek).
  3. Provide additional support to help parents educate their children at home (i.e, teacher communication, digital resources).

- A sample of responses for people in multiple roles were:

  *"**Mental health** needs to be addressed! We need counselors in ALL the schools!!!"*

  *"Extra support and **extra help learning and reviewing content**. They [students] had a very r[ough], horrible and very distracting last school year and a half and were still expected to complete work and tests as usual. I hope this next school year will be especially helpful."*

  *"I think a balance of technology, tactile material, collaboration, and interaction in person these students can **recover from any learning lost** during COVID. They were not able to learn effectively during remote learning…"*

  *"Opportunities for **intervention** that does not interfere with the academic day".*

  *"**Digital resources and technical support** to continue learning at home and make assigned tasks efficient for both students and teachers."*

  *"**Communication** between parents and faculty needs to be strengthened greatly [to support student learning at home]."*