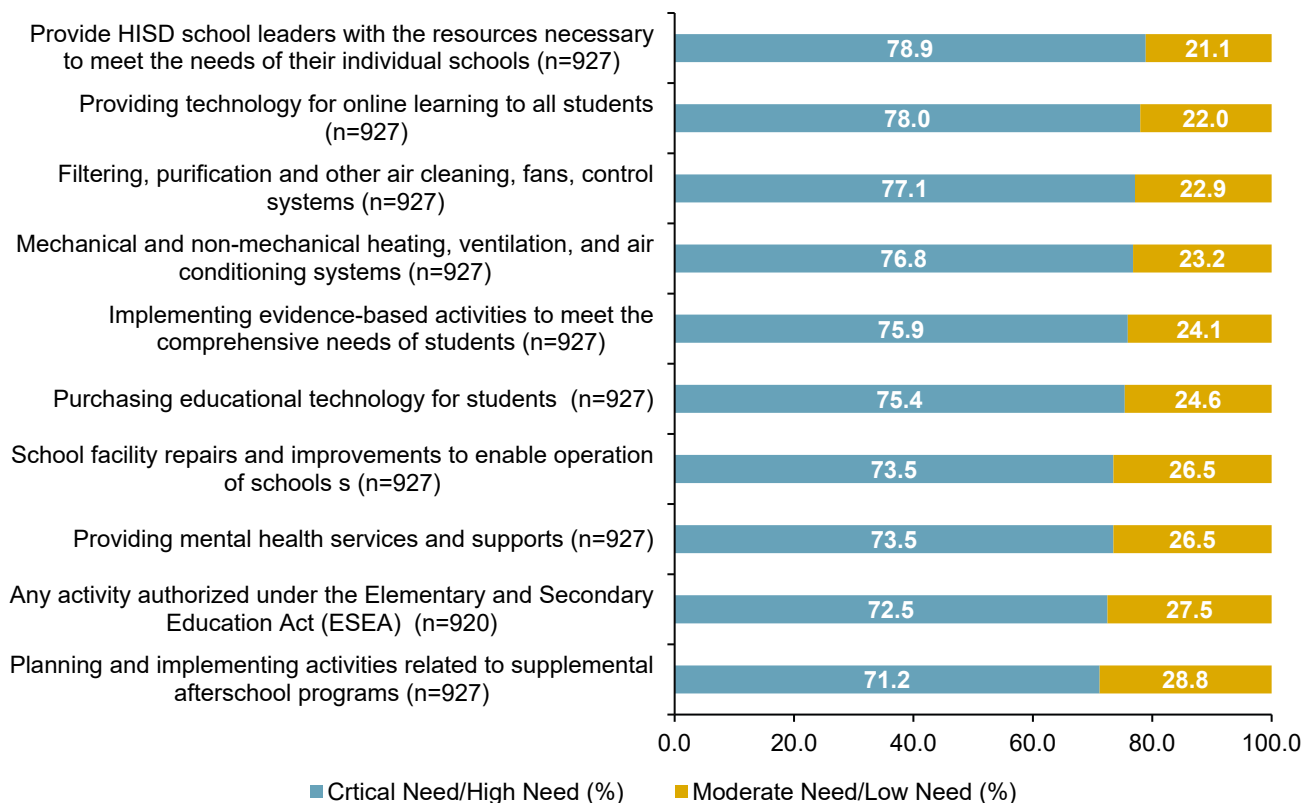


Fast Facts: Coronavirus Response and Relief Supplemental Appropriations Act, Elementary and Secondary Education Emergency Relief II (CRRSA Act, ESSER II) Parents

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. Parents 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 927 parents completed the survey (842 in English, 83 in Spanish, and 2 in Vietnamese). The combined 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.

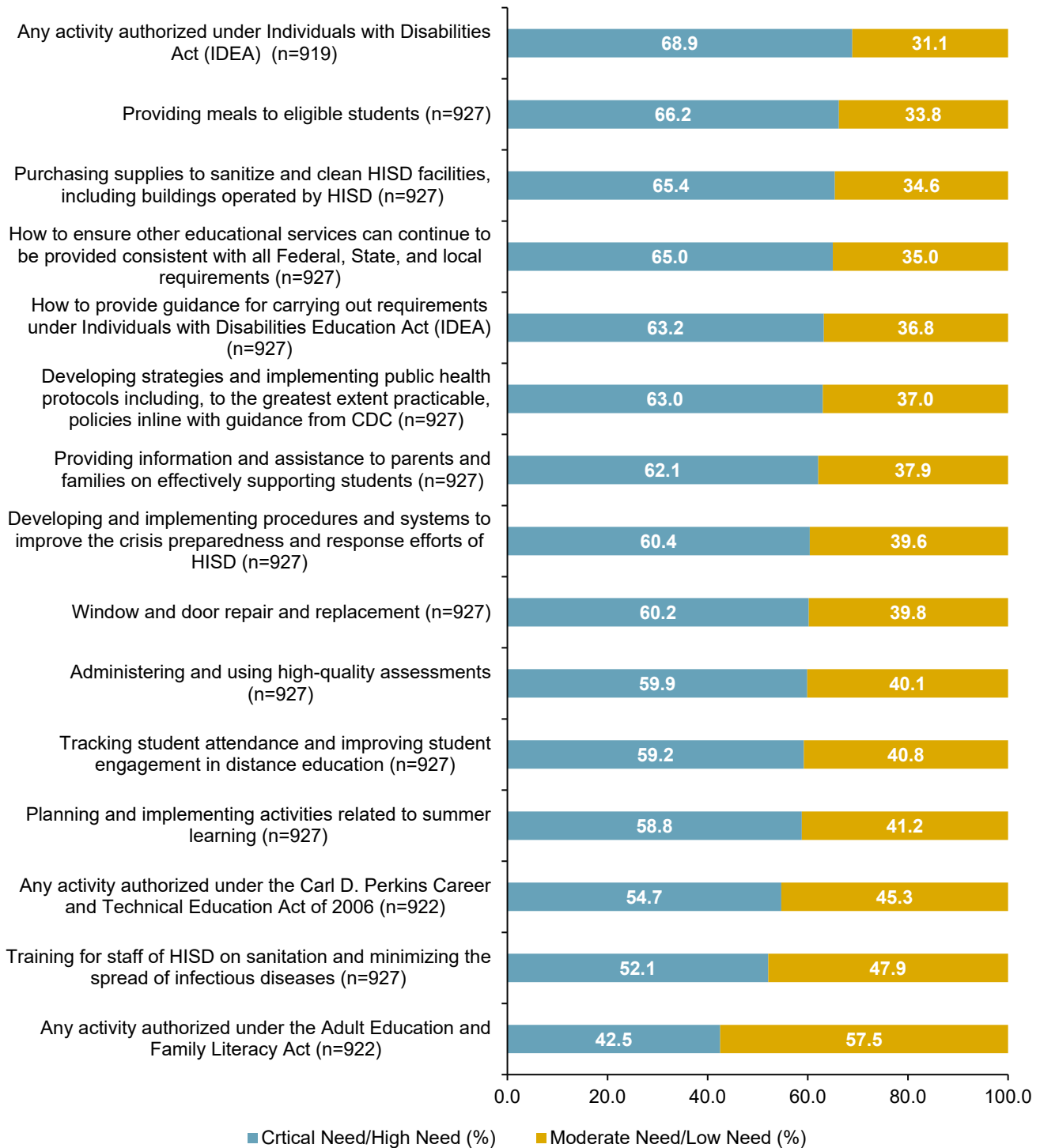
Figure 1. Parents' responses regarding the utilization of CRRSA Act, ESSER II funds by percentage (highest need)



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 to "provide HISD school leaders with the resources necessary to meet the needs of their individual schools" (78.9 percent) followed by "providing technology for online learning to all students" (78.0 percent).

Figure 2. Parents' 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 parents indicated the activity of “critical or high need” was “any activity authorized under the Adult Education and Family Literacy Act” (42.5 percent) (**Figure 2**).

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

- A total of 691 parents responded to the open-ended question.
- The common themes reported are below.
 1. Put supports and programs in place to help students overcome not meeting academic expectations during the pandemic.
 2. Provide increased access to technology for students (i.e. devices, internet connections, etc.).
 3. Support and compensate campus faculty and staff.
 4. Train teachers and staff to meet the emotional needs of students returning to in-person learning.

- A sample of parents' responses were:

*"The **learning loss** from the pandemic and 15 months of online education. Online education is a very poor substitute for in-person instructions for the vast majority of students."*

*"Making sure **online technology** reaches ALL students."*

*"Providing after-school opportunities for **extra tutoring** for reading and math."*

*"**Supported, appropriately compensated faculty and staff**, to be treated as humans not test scores, financial resources for struggling families."*

*The school needs to spend the money on getting **teachers and staff trained** in dealing with kids who have all this extra stress and have issues getting back into the routine of things.*