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)

- 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)

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 rough, 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].”**