

Houston ISD
American Rescue Plan (ARP) Act
Elementary and Secondary School Emergency Relief Fund (ESSER III)

Use of Funds Plan
September 09, 2022

The Use of Funds Plan is available to view in the following formats:

- Spanish translation
- HTML – To view the plan in the browser and on mobile devices
- ePub – To read the plan as an e-book on an iPad or other e-book readers
- Electronic Braille – To view the plan as a BRF version for consumption on electronic braille displays
- Audio – To listen to the plan as a MP3 version
- BeeLine Reader – To view the plan in an enhanced version for easier and fast on-screen reading

In March 2021, the American Rescue Plan Act, also known as the ARP Act, was signed into law. In the ARP act, \$122 billion was dedicated to the Elementary and Secondary School Education Relief (ESSER) funds. This grant is known as ARP Act ESSER III. The intent and purpose of the ARP Act ESSER III education funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus on students.

In July 2021, Houston ISD applied to receive their allocation of the ARP Act ESSER III funds. Houston ISD's ARP Act ESSER III allocation is \$804,716,108. ARP Act ESSER III funds begin on Friday, March 13, 2020 and end Monday, September 30, 2024. These funds are additional resources for Houston ISD to use to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools. Houston ISD will utilize its ARP Act ESSER III funds to address issues that have risen due to the COVID-19 pandemic.

Houston ISD's ARP Act ESSER III plan will address students' academic, social, emotional, and mental health needs to accelerate progress toward the Houston ISD's 2024 Board goals. To determine the use of the ARP Act ESSER III funds, Houston ISD collected input from stakeholders, principals, staff, parents, students, and community members through a series of meetings, focus groups and district needs assessment and surveys. Stakeholders identified the following priorities: a safe and clean learning environment for students; improved technology access and support for students and teachers; increased compensation; increased instructional resources to help support parents; utilization of tutoring to address students' learning loss and gaps; increased support for building teacher capacity; increased support for social, emotional, and academic learning; and increased wraparound services.

Houston ISD plans to ensure a safe and clean learning environment for students by equipping all campuses with air purification systems and updated heating, ventilation, and air condition (HVAC) systems to safeguard students and staff against harmful bacteria, germs, and viruses. In addition to address HVAC, Houston ISD assisted students and staff with COVID-19 health related costs for testing and continues to provide safe and clean learning environment by funding increased cleaning efforts and providing drinking water to all students and staff.

ARP Act ESSER III funds will also be used to improve technology access by purchasing mobile hotspots and student devices, iPad carts for classes and labs, performing device repairs, providing on-site technologists to support student devices, inventory management process, and technology integration.

In order to ensure high-quality instruction, Houston ISD has also committed ARP Act ESSER III funds to provide the following stipends, including but not limited to:

- Retention and recruitment of highly effective teachers and campus-based staff
- Retention and recruitment of highly effective staff including, but not limited to, curriculum and academics, police officers, and operation employees
- Retention and recruitment of bus drivers and transportation attendants
- Highly effective teachers who are certified to teach English as a second language (ESL)
- COVID-19 vaccination stipends for employees who provided proof of vaccination

Houston ISD will address the learning loss of students, including low-income students, students with disabilities (SWD), English learners, and Gifted and Talented students. The focus will be on

- Accelerated learning with plans to provide reading, math, science, social studies
- College Career and Military Readiness (CCMR) supports
- Expanded tutoring and intervention programs
- Enhanced fine art supports
- Professional development (PD) for teachers, support staff, and parents

Examples of use of funds include:

- Systematic phonics programming
- Reading intervention programs
- Mathematics intervention programs
- Online Reading Record Platform to accurately assess students' reading level and comprehension skills to help teachers identify student needs and monitor progress (data analysis)
- District level/campus-based intensive tutoring programs
- Increased reading and math interventions
- Assistive technology upgrades and replacements
- Additional targeted resources to support campuses and students
- Instructional materials allotment (IMA) to provide instructional materials for students and staff

To best provide students the postsecondary support services they need, Houston ISD will expand its College, Career, and Military (CCMR) Supports. Planned expansion of CCMR Supports include:

- Expanding the number of college and career readiness advisors
- Offering near-peer tutoring and increased TSI/SAT/ACT prep
- Increasing the number of local, regional, and national college visits for students
- Hosting regular Saturday Academies and offer additional tutoring opportunities
- Funding for Dual Enrollment, AP, and IB teacher training and professional development
- Funding International Baccalaureate (IB) testing fees
- Expanding advanced placement (AP) opportunities for high school students

To increase the success of Houston ISD's RISE campuses, additional support will be provided due to their longstanding D/F rating. These supports include:

- Providing each campus with an Intermediate User Device Technologist position
- Providing each campus with a School Climate Officer position
- Providing campuses with Communities in Schools
- Providing each campus with after-school enrichment

Houston ISD is hiring personnel to support specialized areas and programs, including core subjects, fine arts, special populations, and parent and family engagement. Parents will be provided support and literacy resources needed for at-home instruction. In addition, to reengage students in academic learning, Houston ISD will hire a dedicated student reengagement team and enhance the school enrollment and choice processes to support parents in enrolling their students.

Houston ISD will also provide content-based PD opportunities for staff and parents to mitigate learning loss and the impact on the loss of instruction. Planned professional development activities include:

- Workshops and curricular resources to support learning at home
- Writing camps and conferences
- Support of subgroups based on need
- Building skills and capacity

ARP Act ESSER III funds will also be utilized to expand the services and expertise provided by Houston ISD's Human Resources, Family and Community Engagement (FACE) and Communications departments in order to increase the success of the district.

The focus for Human Resources will be on:

- Increasing District culture
- Increasing compensation for teachers, support staff and district staff
- Expanding recruitment and hiring efforts to decrease teacher and staff vacancies
- Expanding grow your own programs to decrease teacher vacancies
- Improving the District's appraisal data system
- Begin implementing the Texas Teacher Evaluation & Support System (T-TESS)

The focus on Family and Community Engagement (FACE) will be on:

- Providing customer service training to staff to ensure the best customer service is provided to the community
- Increase the number of FACE coaches to assist with community and family needs
- Increase community partnerships with organizations throughout the greater Houston community

The focus on Translations and Interpretations will be on:

- Increasing the access to translation and interpretations for languages that include those of lesser diffusion
- Provide close captioning and interpretation in Spanish and ASL for Board meetings

Additionally, Houston ISD plans to focus on the social-emotional and mental health needs of students in all schools by:

- Increasing the number of certified counselors and social workers
- Expanding district crisis teams and programs to focus on mental health issues arising from the pandemic
- Increasing trauma-informed training for teachers and district staff

Furthermore, with the focus of "Supporting Students. Uplifting Communities," ARP Act ESSER III funds will be dedicated to the hiring of wraparound specialists to cover every school in the district and the expansion of campus-based wraparound centers to provide students with additional support in areas such as:

- Basic mental and physical needs
- Legal and crisis support
- Expanding student assistance teams
- Developing student re-engagement centers to provide additional support to homeless, unaccompanied and foster care youth
- Expansion of Communities in Schools



SAS#: ARPAAA21

Organization: HOUSTON ISD
 Campus/Site: N/A
 Vendor ID: 1746001255

County District: 101912
 ESC Region:04
 School Year: 2020-2021

2020-2023 ARP ESSER III Federal Grant Application

Program Description PS3013 - Program Plan

A. Use of Funds - LEA Allowable Activities

Directions: In this section you will indicate the planned uses of the ARP ESSER III grant funds for the LEA.

Select the pre-award and/or school year (SY) the LEA has expended or plans to expend funds for the activity. At least one SY must be selected, multiple SY check boxes may be selected. If the LEA will not be expending funds for the activity, select "N/A", and be sure no school year or pre-award box is selected.

School Year dates –

- Pre-award, March 13, 2020 – application submission date.
- 2020-2021, including summer 2021.
- 2021-2022, including summer 2022.
- 2022-2023, including summer 2023.
- 2023-2024, including summer 2024 (carryover period).
- N/A - Will not expend grant funds on this activity.

1. Any activity authorized under Elementary and Secondary Education Act (ESEA)

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

2. Any activity authorized under Individuals with Disabilities Education Act (IDEA)

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

3. Any activity authorized under the Adult Education and Family Literacy Act

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

4. Any activity authorized under the Carl D. Perkins Career and Technical Education Act of 2006

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity



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5. Coordination of preparedness and response efforts of LEA with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus
- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity
6. Activities to address the unique needs of low-income students, students with disabilities (SWD), English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population
- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity
7. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEA
- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity
8. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases
- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity
9. Purchasing supplies to sanitize and clean the facilities of the LEA, including buildings operated by the LEA
- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity



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10. Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

11. Planning for, coordinating, and implementing activities during long-term closures, ... including providing technology for online learning to all students

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

12. Planning for, coordinating, and implementing activities during long-term closures, ... how to provide guidance for carrying out requirements under IDEA

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

13. Planning for, coordinating, and implementing activities during long-term closures, ... how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

14. Purchasing educational technology (hardware, software, and connectivity) for students ... that aids in regular/substantive educational interaction between students and instructors, including low-income students and SWD, which may include assistive technology or adaptive equipment

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
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- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity



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15. Providing mental health services and supports, including through implementation of evidence based full-service community schools

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

16. Planning and implementing activities related to summer learning -- providing classroom instruction or online learning during summer months and addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

17. Planning and implementing activities related to ... supplemental afterschool programs -- providing classroom instruction or online learning ... addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, & children in foster care

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity



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B. Use of Funds - LEA Allowable Activities (continued)

Directions: In this section you will indicate the planned uses of the ARP ESSER III grant funds for the LEA.

Select the pre-award and/or school year (SY) the LEA has expended or plans to expend funds for the activity. At least one SY must be selected, multiple SY check boxes may be selected. If the LEA will not be expending funds for the activity, select "N/A", and be sure no school year or pre-award box is selected.

School Year dates –

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- 2020-2021, including summer 2021.
- 2021-2022, including summer 2022.
- 2022-2023, including summer 2023.
- 2023-2024, including summer 2024 (carryover period).
- N/A - Will not expend grant funds on this activity.

1. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Administering and using high-quality assessments

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

2. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Implementing evidence-based activities to meet the comprehensive needs of students

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

3. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Providing information and assistance to parents & families on effectively supporting students

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity



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4. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, & children in foster care -- Tracking student attendance and improving student engagement in distance education
 - ☐ Pre-award
 - ☒ 2020-2021, including summer 2021
 - ☒ 2021-2022, including summer 2022
 - ☒ 2022-2023, including summer 2023
 - ☒ 2023-2024, including summer 2024 (carryover period)
 - ☐ N/A - Will not expend grant funds on this activity
5. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs
 - ☐ Pre-award
 - ☒ 2020-2021, including summer 2021
 - ☒ 2021-2022, including summer 2022
 - ☒ 2022-2023, including summer 2023
 - ☒ 2023-2024, including summer 2024 (carryover period)
 - ☐ N/A - Will not expend grant funds on this activity
6. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... mechanical and non-mechanical heating, ventilation, and air conditioning systems
 - ☐ Pre-award
 - ☒ 2020-2021, including summer 2021
 - ☒ 2021-2022, including summer 2022
 - ☒ 2022-2023, including summer 2023
 - ☒ 2023-2024, including summer 2024 (carryover period)
 - ☐ N/A - Will not expend grant funds on this activity
7. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... filtering, purification and other air cleaning, fans, control systems
 - ☐ Pre-award
 - ☒ 2020-2021, including summer 2021
 - ☒ 2021-2022, including summer 2022
 - ☒ 2022-2023, including summer 2023
 - ☒ 2023-2024, including summer 2024 (carryover period)
 - ☐ N/A - Will not expend grant funds on this activity
8. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including ... window and door repair and replacement
 - ☐ Pre-award
 - ☒ 2020-2021, including summer 2021
 - ☒ 2021-2022, including summer 2022
 - ☒ 2022-2023, including summer 2023
 - ☒ 2023-2024, including summer 2024 (carryover period)
 - ☐ N/A - Will not expend grant funds on this activity



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9. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from CDC for the reopening and operation of school facilities

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

10. Other activities that are necessary to maintain the operation of and continuity of services in the LEA

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity

11. Other activities that are necessary to ... continuing to employ existing staff of the LEA

- ☐ Pre-award
- ☒ 2020-2021, including summer 2021
- ☒ 2021-2022, including summer 2022
- ☒ 2022-2023, including summer 2023
- ☒ 2023-2024, including summer 2024 (carryover period)
- ☐ N/A - Will not expend grant funds on this activity



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C. LEA Needs Process

1. Which of the following processes did the LEA follow to determine the needs of the LEA caused by the pandemic that would not be reimbursed by other fund sources (Federal Emergency Management Agency (FEMA), Child Nutrition Program, Child Care & Development Block Grant (CCDBG))? Directions: Select the types of activities the LEA followed in conducting its process to identify the added needs caused by the pandemic. Check all that apply.

- ☒ LEA conducted surveys to district-level staff.
- ☒ LEA conducted surveys to campus-level staff.
- ☒ LEA conducted surveys to parents.
- ☒ LEA conducted surveys to students.
- ☒ LEA surveyed community groups (i.e., government officials, business, law enforcement, nonprofit organizations, etc.).
- ☒ LEA sent direct communication to staff, parents, and/or students to gather input.
- ☒ LEA reviewed and analyzed data from local and state health authorities.
- ☒ LEA identified needs as issues arose that were out of the ordinary.
- ☒ LEA reviewed documented comprehensive needs assessment considering the pandemic to determine needs.
- ☒ LEA consulted with local school board to determine needs.
- ☒ LEA followed some type of documented disaster or emergency plan with specific needs assessment processes.
- ☐ LEA used professional or contracted services to collect, disaggregate, and/or analyze data related to needs.
- ☐ LEA determined needs through another process or data points not listed above.
- ☒ LEA completed a focused or problem-oriented assessment.
- ☒ LEA completed an emergency assessment.
- ☒ LEA completed a time-lapsed assessment.
- ☒ LEA completed an initial comprehensive assessment.
- ☒ LEA completed an ongoing or partial assessment.
- ☐ LEA completed a different needs assessment process not described above.



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2. How did the LEA prioritize the needs identified in Line 1 above? Directions: Select the types of processes the LEA followed in prioritizing the needs of the LEA in determining what activities would be funded with ESSER III funds. Check all that apply. If all identified needs are being met with ESSER III funds, select "All needs met; no prioritization needed."

- ☒ LEA focused on largest expenditures.
- ☒ LEA focused on needs serving the largest number of students.
- ☒ LEA focused on needs serving the largest number of staff.
- ☒ LEA consulted with local school board to prioritize needs.
- ☒ LEA focused on Economically Disadvantaged or Socioeconomically Disadvantaged data.
- ☒ LEA focused on serving needs of identified student groups (at-risk, migrant, immigrant, SWD, English Learners, Homeless, Foster, etc.).
- ☒ LEA ranked campus needs per SC5000.
- ☐ LEA focused on governance needs.
- ☒ LEA focused on wellness needs.
- ☒ LEA focused on instructional continuity needs.
- ☒ LEA focused on postsecondary needs for seniors.
- ☒ LEA focused on facility needs.
- ☒ LEA focused on school operational needs.
- ☒ LEA focused on technology needs.
- ☐ LEA focused on Personal Protective Equipment (PPE).
- ☐ LEA focused on professional development and training needs to facilitate transition to remote/online/virtual classrooms and teaching.
- ☐ LEA prioritized needs through another process or data points not listed above.
- ☐ All needs met; no prioritization needed.

D. Maintenance of Equity

Directions: Select one applicable response for which the LEA is exempt from the required Maintenance of Equity provision. If the LEA is not exempt from this provision, select "No".

1. Is the LEA exempt from the required Maintenance of Equity provision?

- ☒ No
- ☐ Yes, LEA has fewer than 1,000 total enrollment
- ☐ Yes, LEA has only one campus within the LEA
- ☐ Yes, LEA has only one campus per grade span (elementary, middle school, high school) within the LEA
- ☐ Maybe, the LEA will apply to USDE for a waiver for exceptional or uncontrollable circumstances
- ☐ Maybe, the LEA will apply to USDE for a waiver for a precipitous decline in financial resources in the LEA



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E. Required Assurances

1. Select the following checkboxes to indicate your compliance with the required assurances.

- ☒ The LEA assures that although funds may be used for one-time or ongoing purposes, the LEA understands the use of the funds for ongoing purposes could result in funding deficits in future years after the funding expires on September 30, 2024. The LEA assures it makes no assumption that the state will provide replacement state funds in future years, and that this fact will be raised and explicitly discussed in a meeting of its governing board.
- ☒ The LEA assures that it engaged in meaningful consultation with stakeholders and gave the public an opportunity to provide input in the development of its plan for the uses of ARP ESSER III funds.
- ☒ The LEA assures that it specifically, engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff.
- ☒ The LEA assures that it specifically, engaged in meaningful consultation with, and to the extent present in or served by the LEA tribes, civil rights organizations (including disability rights organizations).
- ☒ The LEA assures that it engaged in meaningful consultation with stakeholders representing the interests of children with disabilities, English language learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- ☒ The LEA assures that its plan for the uses of ARP ESSER III funds is provided in an understandable and uniform format.
- ☒ The LEA assures, to the extent practicable, the plan is written in a language that parents can understand or, if not practicable, orally translated; and, upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.
- ☒ The LEA assures that the program schedules to this application, or a separate document containing all the information included in the program schedules, serving as the LEA's plan for the uses of ARP ESSER III funds will be posted to the LEA's website within 30 days of receiving its ESSER III Notice of Grant Award.



SAS#: ARPAAA21

Organization: HOUSTON ISD
Campus/Site: N/A
Vendor ID: 1746001255

County District: 101912
ESC Region: 04
School Year: 2020-2021

2020-2023 ARP ESSER III Federal Grant Application

Program Description PS3014 - Program Narrative

A. Pre-Award

Directions: Enter "No" if no activity is marked as pre-award in Sections A and B in PS3013. You must enter an amount if any activity is marked as pre-award in Sections A and B in PS3013. The combination of an activity marked as pre-award in Sections A and B in PS3013 and an amount entered below will constitute the required prior approval process for pre-award costs.

1. Enter the total dollar amount of ESSER III funds to be charged as pre-award costs for the activities indicated in Sections A and B in PS3013 as occurring during pre-award (March 13, 2020, through the application submission date).

\$0

B. Minimum Required Set-Aside

Directions: You must enter an amount that is at least 20% of your total budget. You will be required to report this set-aside by activity and student group in future reporting.

1. Enter the total dollar amount of ESSER III funds to be expended to meet the 20% minimum required set-aside for learning loss mitigation, including through afterschool, summer school, extended day/year programs, targeted to students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

\$160,943,222

2. Briefly describe the activities selected in PS3013 questions A16, A17, B1, B2, and/or B3. A response in at least one of these PS3013 questions is required.

The Houston Independent School District will address learning loss and the impact on the loss of instruction by implementing activities and programs for all students based on the district needs assessment and surveys. The District will provide support to schools and educators including: interventions, instructional strategies, academic camps, extended day, virtual and in-person direct student academic supports and initiatives, and tutorials to build student skills in reading, writing, science, and math. HISD will focus on supporting all stakeholders by purchasing, utilizing, and expanding intervention programs, providing professional development (PD), contracted services, resources, software and technology, college and career advisors cohorts, and transportation. Examples include: district level/campus-based intensive tutoring programs and the implementation of college and career exploration and readiness activities. Parents will be provided support and literacy resources needed for at-home instruction through parent programming and engagement. HISD will also provide content-based PD opportunities for staff and parents to mitigate learning loss and the impact on the loss of instruction.

3. Briefly describe the activities selected in PS3013 questions A6, A13, A15, A17, B1, B2, and/or B3. A response in at least one of these PS3013 questions is required.

Houston Independent School District will address academic, social, emotional, and mental health needs based on district needs assessment and surveys. The District will provide virtual and in-person support to all stakeholders by utilizing intervention programs, professional development (PD), contracted services, resources, software and technology, professional and content area cohorts, and expand transportation. The District is hiring personnel to support specialized areas and programs, including core subjects, fine arts, and parent and family engagement. Examples include: interventions, direct outreach services and community-based strategies addressing the needs of students in subgroups, academic camps, extended day, direct student academic supports and initiatives, and tutorials to build student skills in reading, writing, and math. PD will be offered to educators and parents. Activities include: workshops and resources to support learning at home, writing camps and conferences, support of subgroups based on need, building skills and capacity. To ensure student/educator needs are being met, HISD is providing academic resources and technology. Examples include: literacy-based resources across content areas, technology/internet services to support online and computer applications, mobile technology unit with support from the community, technology, Wi-Fi, and software to monitor student/teacher engagement and support content area curriculum.



SAS#: ARPAAA21

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Vendor ID: 1746001255

County District: 101912
ESC Region: 04
School Year: 2020-2021

2020-2023 ARP ESSER III Federal Grant Application

Program Description PS3014 - Program Narrative

C. Safe Return to In-Person Instruction and Continuity of Services Plan

Directions: Your plan must be made available for public comment and take any comments received into account before posting the final plan to the web site listed below. A previously developed plan may meet this compliance requirement if it meets the statutory requirements. TEA will randomly verify the plan is available at the link provided after Notice of Grant Awards (NOGAs) are issued.

1. Enter the direct web link to the LEA's web page where you post your required "Safe Return to In-Person Instruction and Continuity of Services Plan" and the PS3013 and PS3014 program schedules to this application, or a separate document containing all the information included in the program schedules, serving as the LEA's plan for the uses of ARP ESSER III funds within 30 days of receiving your ESSER III Grant NOGA. These plans must be reviewed at least every 6 months and updated as appropriate.

<https://www.houstonisd.org/Page/188723>

D. Prevention and Mitigation Strategies Consistent with Centers for Disease Control and Prevention (CDC)

1. Briefly describe the activities selected in PS3013 questions A5, A8, A9, B5, B6, B7, B8, and/or B9. If none of these activities were selected, enter "No prevention and mitigation strategies funded."

All Houston Independent School District campuses will receive air purification systems and identified buildings/campuses will receive HVAC repairs. Air purification systems provide safer environments by providing clean air to students, staff and community members. The goal of installing air purification systems is to safeguard all stakeholders against harmful bacteria, germs and viruses, and to provide a comfortable and safe learning and work environment. The systems neutralize unpleasant odors, eliminate harmful chemicals from indoor environments, and eliminates hazardous asbestos particles. Based on the results of the facilities assessments, the air purification systems will be installed in the elementary and K-8 campuses first, followed by middle schools, and then high schools. HVAC repairs are identified based off facilities assessment of equipment life cycle. In addition to the air purification systems and HVAC repairs, the District will provide enhanced cleaning and bottles of water to campuses and COVID-19 stipends to each vaccinated employee, promoting the safety and best interest of District staff, students and the community. Also, each campus will receive a COVID-19 safety allocation that allows the individual campuses to make the best decision on allocating resources on their campuses to enhance safety, reduce risk and prevent the spread of COVID-19 throughout their campus.