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

Use of Funds Plan

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 $804,456,215. 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 to safeguard students and staff against harmful bacteria, germs, and viruses. 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 stipends for the retention and recruitment of highly effective teachers and staff.

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, out of school programming, expanded tutoring and intervention programs, enhanced fine art supports, and 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
- Additional afterschool programming to over 100 high priority campuses

- Increased reading and math interventions
- Assistive technology upgrades and replacements
- Additional targeted resources to support campuses and students

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

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

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

Schedule Status: Completed	Formula	Form ID:0028840276380001

eGrants
TEXAS EDUCATION AGENCY

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

Schedule Status: Complete	Formula	Form ID:0028840276380001

eGrants
TEXAS EDUCATION AGENCY

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

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School Year: 2020-2021

SAS#: ARPAAA21

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

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

Schedule Status: Complete	Formula	Form ID:0028840276380001

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TEXAS EDUCATION AGENCY

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2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

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
   - ☑ 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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School Year: 2020-2021

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

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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

Schedule Status: Complete	Formula	Form ID:0028840276380001

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

SAS#: ARPAAA21

2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

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 –

- 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.

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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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Program Description
PS3013 - Program Plan

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

Schedule Status: Complete	Formula	Form ID:0028840276380001

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Program Description
PS3013 - Program Plan

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

Schedule Status: Complete	Formula	Form ID:0028840276380001

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2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

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.

Schedule Status: Complete	Formula	Form ID:0028840276380001

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2020-2023 ARP ESSER III Federal Grant Application

Program Description
PS3013 - Program Plan

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

Schedule Status: Complete	Formula	Form ID:0028840276380001

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Program Description
PS3013 - Program Plan

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.

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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.

$107,260,827

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, strategies, academic boot camps, extended day, virtual and in-person direct student academic supports and initiatives 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. Examples include: district level/campus-based intensive tutoring programs, online Reading Record Platform to accurately assess the students' reading level and comprehension skills to help teachers identify student needs and monitor progress (data analysis), and the implementation of college and career exploration and readiness activities. Parents will be provided support and literacy resources needed for at-home instruction. 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 support to all stakeholders by utilizing intervention programs, professional development (PD), contracted services, resources, software and technology, professional and content area cohorts. 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 boot camps, extended day, direct student academic supports and initiatives 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.

Schedule Status: Complete	Formula	Form ID:0028840276380001

eGrants
TEXAS EDUCATION AGENCY

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

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. 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 purifications systems will be installed in the elementary and K-8 campuses first, followed by middle schools, and then high schools. The air purification systems will be monitored by reviewing Indoor Air Quality (IAQ) reports as well as maintenance work request, completion of orders, and working with internal and external health departments and agencies.

Elementary and Secondary School Emergency Relief Fund (ESSER)

ESSER II

- In December 2020, the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) was signed into law.

- $54.3 billion was dedicated to the Elementary and Secondary School Emergency Relief (ESSER) funds. This grant is known as ESSER II.

- The intent and purpose of CRRSA ESSER II education funding is to prevent, prepare for, and respond to the COVID-19 pandemic.

- In July 2021, Houston ISD applied to receive its allocation of the CRRSA ESSER II funds.

- Houston ISD's CRRSA ESSER II allocation is $358,195,503.

ESSER III

- In March 2021, the American Rescue Plan Act (ARP Act) was signed into law.

- $122 billion was dedicated to the Elementary and Secondary School Education Relief (ESSER) funds. This grant is known as 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 its allocation of the ARP Act ESSER III funds.

- Houston ISD's ARP Act ESSER III allocation is $804,456,215.

ESSER Funding

School Year	ESSER I	ESSER II	ESSER III
		$358,195,503	$804,456,215
2019-2020	✓	✓	✓
2020-2021	✓	✓	✓
2021-2022	✓	✓	✓
2022-2023		✓	✓
2023-2024			✓

HISD's total ESSER II and ESSER III Allocation: $1,162,651,718

Commitment Categories

Reading, Math, CCMR Supports

Tutoring and Interventions

Wraparound and SEL Supports

Special Education Supports

Out of School Programming

English Learner Supports

Engagement, Enrollment, Attendance

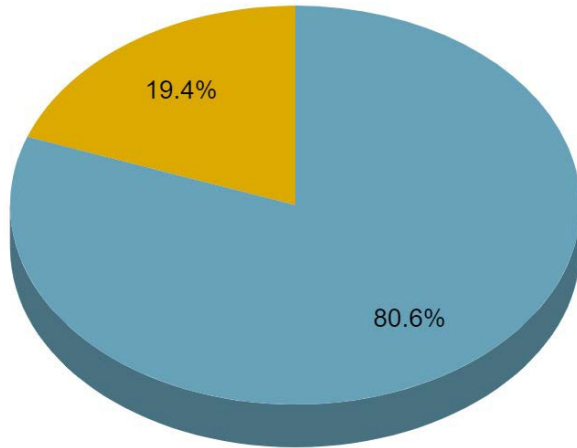Technology and Digital Resources

COVID Safety and Cleaning
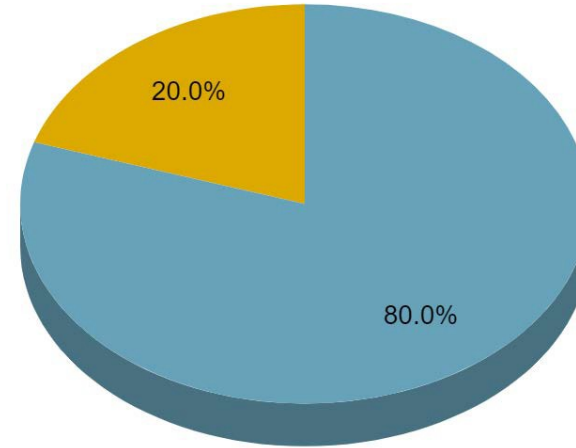
Increased Fine Arts Supports

Human Capital and Compensation

Funding Allocated to Directly Address Learning Loss

ESSER II

19.4%

80.6%

ESSER III

20.0%

80.0%

Allocation Addresses Learning Loss

Allocation Does Not Address Learning Loss

Human Capital

ESSER-FUNDED INITIATIVES

The Challenge: Human Capital

COVID-19 had a negative impact on student learning. More than ever, it is critical to recruit, develop and retain high-quality and effective teachers and district staff.

Recruitment and Retention

- Our current salaries, as compared to surrounding districts, make it difficult to retain and recruit the talent our students need to lead them to success.

The Response: Human Capital

Financial Incentives

- Yearly $2,500 recruitment/retention stipend for teachers and other staff on the teacher pay table. Paid out in two installments at end of each semester.
- $500 retention stipend paid annually in September to all returning employees.

ESSER Stipend in addition to the $2,500 pay increase approved by the Board in June for teachers and staff on teacher pay table.

Reading, Mathematics, Science, & Social Studies

ESSER-FUNDED INITIATIVES

The Challenge: Reading, Mathematics, Science, & Social Studies

The 2020-2021 school year ended with 50% of HISD students learning remotely. Teachers and staff worked tirelessly to connect with students both in person and at home. Gaps in teaching and learning emerged as the year progressed.

Literacy
- Increases in the number of students identified as urgent intervention in early literacy & reading.
- Targeted accelerated instruction needed to address specific student learning loss as indicated through STAAR and district assessments.

Mathematics
- Drop in student achievement for all grades, with more students achieving the Did Not Meet proficiency level on STAAR 3-8 and Algebra EOC than in previous years.

Science
- Limited hands-on, inquiry-based labs and projects due to remote learning, social distancing, and sharing of supplies.

The Response: Reading and Math

Literacy
- Acquisition of online platform to gauge student reading levels for all early childhood centers and elementary schools.
- Pre-K literacy kits for every class and literacy backpacks for every student.
- Implementation of a systematic phonics program for K-3 students to streamline phonics instruction.
- Increased resources for digital libraries in middle and high schools.

Mathematics
- Professional development for accelerating recovery of math skills for all K-5 teachers.
- Mathematics manipulatives kits in grades K-5 for all elementary schools.
- Graphing calculator software, manipulatives, and literacy libraries for middle and high school.

Library Services
- Every campus library will be brought up to state standards through the acquisition of culturally relevant and SEL responsive books.
- Expand Read Houston Read, Real Men Read, United We Read, and Name That Book Literacy Competition with full financial support to all campuses.

The Response: (continued)
Science & Social Studies

Science & Social Studies

- Expanded and enhanced curriculum resources and materials for all science and social studies classrooms
- Advanced digital microscopes for all middle and high school campuses.
- Updated and enhanced science laboratory kits to expand hands-on opportunities for students
- Upgraded literacy libraries for science and social studies classrooms in middle and high school.

All Subjects

- Implementation of an aligned and consistent coaching model to improve the quality of teacher support.
- Provide additional software and resources for students and teachers to create authentic digital content aligned to 21st century skills.

Interventions

ESSER-FUNDED INITIATIVES

The Challenge: Interventions

Students have experienced significant learning loss due to limited opportunities for face-to-face instruction. For instance, a 3rd grade student in 2021-2022 might have last been on a campus when they were in 1st grade.

Increased Number of Students Needing Interventions
- Anticipating approximately 41,000+ students (Tier 2 and Tier 3 students) in need of support for interventions in reading, math, and behavior.

New Students Needing Intervention
- Projected increase of students needing support who were never in need of intervention support prior to COVID-19.

Gifted and Talented
- 4,000+ fewer GT students performed at or above benchmark in grades 1-12.

The Response: Interventions (High Dosage Tutorials)

+$113.33 MM

Funding for Campus Tutorials	• Increased funding for teachers and other eligible staff to provide after-school tutorials. • Increased funding for third party tutorial services.
Reading and Math Interventionists	• Expand number of trained campus-based reading and math interventionists for struggling students. • Enhanced curriculum, resources, and materials for interventionists to use during small-group instruction.
Monitoring Tools	• Acquisition of a digital progress monitoring tool for teachers and leaders to track academics and behavioral progress. • Development of a streamlined reporting system for teachers to access student data and progress (combining existing data systems)

Special Education

ESSER-FUNDED INITIATIVES

The Challenge: Special Education

HISD supports over 16,000 students with special needs. The effects of COVID-19 compounded the learning loss of our students. A plan to identify and support students with special needs is vital to success.

Results-Driven Accountability (RDA)
- The TEA RDA (2019) rating in Academic Achievement is low in the areas of reading, science, social studies, and writing.
- The TEA RDA (2020) rating identifies discipline as significantly disproportionate for out-of-school suspensions and expulsions greater than 10 days for African American students with disabilities.

Evaluations
- Current evaluation caseloads have risen from 51 evaluations per Educational Diagnostician per school year to more than 65 evaluations per Educational Diagnostician per school year.

Parent Support
- According to the TEA-HISD Self-Assessment (2020-2021), parents reported having limited understanding regarding topics such as: Properly Constituted Admission, Review, and Dismissal (ARD); IEP Implementation; Child Find; Family Engagement; and Least Restrictive Environment.

The Response: Special Education

Tools and Resources
- Increased access to assistive technology that supports student needs.
- Acquisition of an online behavior support platform to be used by all staff that support students with special behavior needs.

Professional Development
- Expanded opportunities for professional development for general and special education teachers and teaching assistants.
- Emphasis on content that addresses disproportionality within student suspensions.

Human Capital
- 120 additional resource teachers, inclusive practice teachers, or co-teachers to support Tier III students.
- 15 additional speech and language pathologists/therapists.
- 15 additional educational diagnosticians (English and bilingual).
- $500 recruitment and retention stipend for special education teaching assistants.

English Learners (ELs)

ESSER-FUNDED INITIATIVES

The Challenge: English Learners (ELs)

33% of the district's total student population are ELs, and 53% of those are long-term ELs. Early in the Spring semester of 2021, 46% of the ELs were learning remotely, as compared to 41% of all students during that same time period.

Reading
- 2021 STAAR - approximately 50% of ELs assessed did not meet the passing standard on the 3-8 reading assessment.

Writing
- 2021 STAAR - approximately 74% of ELs did not meet the passing standard on the 4 & 7 writing assessment.

TELPAS
- 2020 TELPAS results - 54% of ELs did not gain at least 1 proficiency level.

Immigrants and Newcomers
- Approximately 8,800 immigrant students during 2020-2021 school year (770 of those identified as newcomers).

The Response: English Learners (ELs)

Language Supports

- Additional resources to support language acquisition for all EL students, including newcomers, immigrants, refugees, and long-term ELs.
- All elementary campuses will have access and PD for a Spanish language intervention program for students with dyslexia in grade PK-2.

Human Capital

- Additional third-party, English language tutors for priority campuses with ELs.
- $1,500 recruitment and retention stipend for elementary ESL content teachers and secondary ELAR ESL teachers.
- 11 additional multilingual specialists to support all six area offices.
- Trauma informed mentoring services for secondary schools with high refugee and immigrant populations impacting approximately 5,000 students.

Fine Arts

ESSER-FUNDED INITIATIVES

The Challenge: Fine Arts

Students experienced substantial loss of Enrichment Core Fine Arts instruction due to the pandemic and struggled with access to materials, supplies, and instruments at their home during virtual learning.

Instructional Materials
- Many students do not have the economic resources to either rent or purchase required materials, supplies, equipment, and instruments to participate in a fine arts class.

Cleaning and Repair
- During COVID-19, instruments were issued for home use and need to be extensively cleaned and repaired.

Community Partnerships
- Limited student exposure to community engagement, enrichment opportunities, and access to fine arts professionals.

The Response: Fine Arts

Enrichment	• Funding for fine arts enrichment programs and in house residencies at high need elementary and middle school campuses.
Access	• Funding for assets, materials, equipment and supplies to ensure that all HISD schools have access to quality fine arts programs. • Funding to clean, replace, and repair music instruments for existing HISD music programs.
Human Capital	• Hiring 16 fine arts teachers for identified elementary campuses that do not have a certified fine arts teacher. • District funded fine arts stipends aligned with the ranges in the compensation manual.

Out of School Services

ESSER-FUNDED INITIATIVES

The Challenge: Beyond the School Day

During the COVID-19 pandemic, there were fewer opportunities for students to participate in enrichment opportunities and interact with peers and staff outside of core instruction. There were limited opportunities for out of school programs and activities.

Programs

- There are a limited number after-school programs in the district.
- There are even fewer before-school opportunities for students.

Cost

- Many of the programs require a financial commitment for participation.
- Some commitments are minimal and income-based, while others can exceed $400 per month at some schools.

The Response: Beyond the School Day

Comprehensive After-School Program

- Provide a before and after-school program at 111 Tier II and III elementary, K-8, and middle school campuses, free of charge for participating students. Students will have access to activities such as physical fitness, fine arts, youth development, STEM, nutrition, technology, and service-learning projects.

Other Academic Supports

ESSER-FUNDED INITIATIVES

Additional Academic Supports

Data Supports	• Expand the number of district data coaches by 12 to provide additional support in analyzing student level data and student learning gaps.
School-Based Grants	• Instructional design grant program to allow schools to create customized solutions to address the unique needs of their student populations related to learning loss (mini-grants).
Technology and Instructional Materials	• Additional funding to support digital materials, curricular resources, and online systems that support student learning across disciplines. • Funding to support the implementation of a new learning management system to provide streamlined access to our curricular resources.

College, Career, & Military Readiness (CCMR)

ESSER-FUNDED INITIATIVES

The Challenge: CCMR

COVID-19 has derailed students' postsecondary plans. Students need additional direct support services in order to navigate the college admissions process

College Matriculation	• 10% drop in college enrollment between 2019 and 2020 (from 56% to 46%)
Summer Melt	• ~40% more seniors completed applications but did not enroll (1,940 in 2020 vs. 1,174 prior year)
College Readiness Benchmarks	• FAFSA submissions for students in the bottom 50% of their class decreased from 43% to 39%
Academic Loss	• 55% of economically disadvantaged students scored below a 70 in at least one class for 20-21

The Response: CCMR

College & Career Advising	• Expand the number of college and career readiness advisors by 65.
College & Career Programming	• Near-peer tutoring and increased TSI/SAT/ACT prep. • Expanded partnerships with college/career access organizations.
AVID	• Increased capacity to support existing and new AVID campuses with training, curriculum, and licensing.
College & Career Centers	• Develop community-based centers to support families with college and career readiness activities.
College Exploration	• Increase the number of local, regional, and national college visits for HISD students.
AP, IB, and Dual Credit	• Host regular Saturday Academies and offer additional tutoring opportunities. • Funding for dual enrollment, AP, and IB teacher training and professional development.

Social & Emotional Learning, Counseling, & Student Assistance

ESSER-FUNDED INITIATIVES

The Challenge:
SEL, Counseling and Student Assistance

The COVID-19 pandemic has created unprecedented level of trauma and crisis for many students, families and staff that will need to be addressed. This is especially true for our most vulnerable populations which includes our homeless students, and foster youth.

Increased Requests for Social-Emotional Support	• The district has seen a 50% increase in calls for social-emotional support since the start of the pandemic.
Need for Qualified Mental Health Professionals	• Currently 85 HISD campuses do not have a school counselor or a social worker.
Support for Transition Back to Face-to-Face Learning	• We predict increased levels of anxiety for students returning back to face-to-face learning environments.

The Response: Social & Emotional Learning, Counseling, and Student Assistance

Expand the HISD Crisis Team	• Hire additional qualified mental health specialists to address campus-based crises
Increase the Number of Counselors / Mental Health Professionals at Campuses	• Hire up to 150 additional licensed counselors and social workers. • Increase professional development for counselors, social workers, and staff. • Designated teacher at each campus trained as an SEL liaison, to provide training and support for fellow teachers.
Expand Student Support Services	• Add additional staff to the student assistance team to better meet the needs of homeless/foster/unaccompanied students. • Create a student re-engagement center to develop a "one-stop shop" for services provided to homeless, unaccompanied and foster youth.

Wraparound Services (WRS)

ESSER-FUNDED INITIATIVES

The Challenge: Wraparound Services

COVID-19 has exacerbated existing challenges and created new ones for many of our students and families, especially in our most underserved communities. This has a direct and profound impact on our students and their readiness to learn.

Increase in Non-Academic Student Needs
- Many of the emergency benefits and resources provided to families will begin to phase out during this school year.
- During 2020-202, 80,269 referrals for services received.

Limited Service-Provider Capacity
- Critical student needs such as physical and mental health services require highly-skilled professionals who are in limited supply and often have associated costs.

Barriers to Service Access
- Lack of access to sufficient on-site services.
- Available services and programs vary by community.

The Response: Wraparound Services

Staff a Wraparound Resource Specialist at Every Campus

- During the 2021-2022 school year, every campus will have at least one dedicated wraparound specialist.

Direct Services and Support

- Expand the network of high-quality service providers that can support the whole child philosophy through extended learning opportunities, health and wellness and basic needs services.
- Offer more services within schools during the school day.

Create a Wraparound Needs Fund

- This fund would be used to procure high-quality service providers for student needs and provide direct family assistance for emergency situations that impact students' ability to learn.

Family & Community Engagement (FACE)

ESSER-FUNDED INITIATIVES

The Challenge: FACE

The response to learning loss as a result of COVID-19 will require additional resources to promote academic supports at home, and increased engagement between campuses and families.

Campus Capacity to Prioritize Family Engagement	• Lack of sufficient campus-based resources for implementing best practices to create strong family partnerships.
Increasing Communication Channels between Families and Schools	• COVID-19 limited the ability for families to communicate and engage with campuses.
Language and System Barriers for immigrant families	• Lack of adequate resources to support immigrant families.

The Response: FACE

Additional FACE Specialists
- Expand the number of districtwide FACE Specialists from 9 to 50 to provide increased capacity-building at campus levels and also provide additional direct services to families.

Expanded Programmatic Offerings
- Empower families to navigate COVID-19 learning recovery through resources, such as parent toolkits and workshops, expansion of the Family-Friendly Schools program, supporting campus parent organizations and other activities that address parent/student needs.

Technology and Outreach Tools
- Acquisition of enhanced technology to increase communication and engagement between parents and their schools/the district (e.g., language translation needs during in-person and virtual events).

Student Re-Engagement

ESSER-FUNDED INITIATIVES

The Challenge:
Student Re-Engagement

School districts across the nation have been dealing with re-engaging their student populations since the transition to virtual instruction due to COVID-19.

Decreased Enrollment

- The district saw a 5% decrease in student enrollment from January 2020 to February 2021 (~10,000 students).

Enrollment Process

- HISD's enrollment process can be complex and inconsistent across campuses, adding barriers to student re-enrollment.

The Response:
Student Re-Engagement

Student Re-Engagement Team
- Hire dedicated student re-engagement team that supports the student enrollment and re-engagement process districtwide.

Community-Based Enrollment Supports
- Leverage strategies to meet families in the communities in which they live, coordinating district-wide and feeder pattern enrollment events.
- Implement enrollment kiosks and mobile unit to increase outreach.

Enhance Enrollment and Choice Process
- Simplify the student enrollment process and make it more accessible to HISD families.
- Support the HISD Find-A-School tool to provide families with the information needed to find the school of best fit for their children.

Communications and Marketing
- Hire a team dedicated to marketing and advertising for enrollment, recruitment, and retention.
- Leverage television, radio, social media, and other high-visibility advertising tools to promote HISD schools.

Technology

ESSER-FUNDED INITIATIVES

The Challenge: Technology

The COVID-19 pandemic highlighted the need for all students to have access to one reliable device and internet.

Student Access
- Students had access to devices during the pandemic, but not all students had access to the appropriate device to meet their learning needs.
- There is still a need to ensure that students have access to devices in the event of future school closures.

Campus Devices
- During the COVID-19 pandemic, as schools closed, campuses deployed all available devices for student use.
- Many devices require repair or updates to function properly.

The Response: Technology

Student/Campus Devices
- Continue to provide laptops for students with focus on digital learning in Middle Schools.
- Provide Internet hotspots for mobile instruction.
- Purchase additional iPad carts and desktop devices for labs in elementary and secondary campuses.
- Purchase additional headphones for the classroom.

Support
- Asset tracking of mobile devices.
- Repair and replacement of damaged mobile devices.

Facilities

ESSER-FUNDED INITIATIVES

Facilities

Air quality and purification during the COVID-19 pandemic became critical to combat communicable diseases. Our older facilities and campuses require much needed upgrades.

Heating and AC Filtration Systems Upgrades

- All campuses will receive air purification systems:
  o Provide safer environments by providing clean air to students and staff.
  o Capture and remove bacteria, mold, and virus particles.
  o Neutralize unpleasant odors, eliminate harmful chemicals from indoor environments, and eliminate other hazardous particles.

Other District Costs

ESSER-FUNDED INITIATIVES
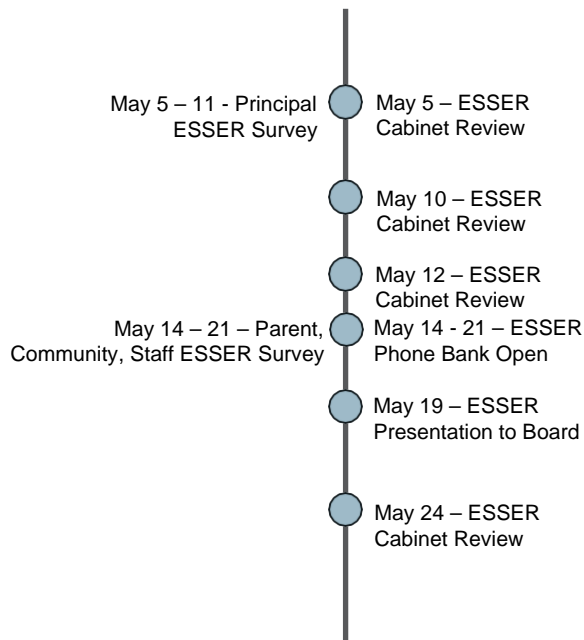
Other District Cost

ADA Hold Harmless

- ADA Hold Harmless is when a district's state allocation remains the same even if there is a drop in student enrollment. During the CRRSA ESSER II planning process, TEA required Houston ISD to set aside funds for ADA Hold Harmless. *Funds could be reinstated pending TEA final decision.
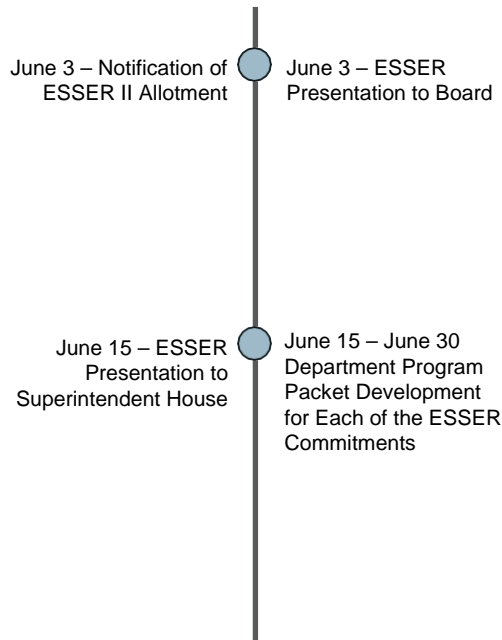
Indirect Costs

- Indirect costs recover Houston ISD's organization-wide administrative costs of managing federal grants, such as costs related to accounting, budgeting, purchasing, auditing, and payroll processing.
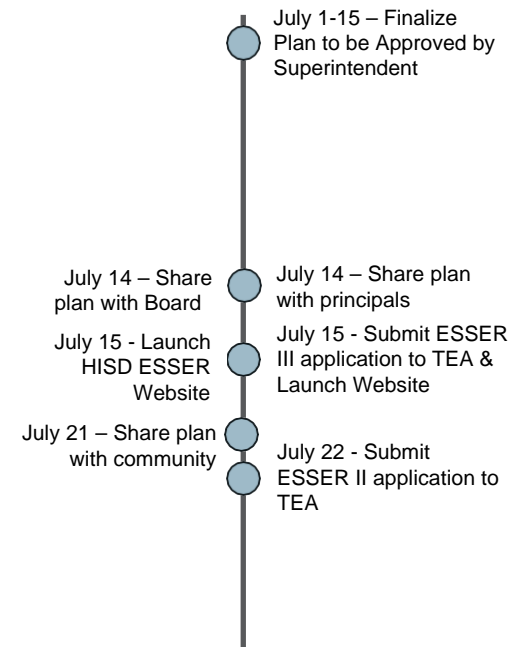
Timeline

May

May 5 – 11 - Principal ESSER Survey

May 5 – ESSER Cabinet Review

May 10 – ESSER Cabinet Review

May 12 – ESSER Cabinet Review

May 14 – 21 – Parent, Community, Staff ESSER Survey

May 14 - 21 – ESSER Phone Bank Open

May 19 – ESSER Presentation to Board

May 24 – ESSER Cabinet Review

June

June 3 – Notification of ESSER II Allotment

June 3 – ESSER Presentation to Board

June 15 – ESSER Presentation to Superintendent House

June 15 – June 30 Department Program Packet Development for Each of the ESSER Commitments

July

July 1-15 – Finalize Plan to be Approved by Superintendent

July 14 – Share plan with Board

July 14 – Share plan with principals

July 15 - Launch HISD ESSER Website

July 15 - Submit ESSER III application to TEA & Launch Website

July 21 – Share plan with community

July 22 - Submit ESSER II application to TEA

Thank you