



# PASADENA ISD

## Documentation of Stakeholders Participation

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### Elementary & Secondary Education Emergency Relief Grant

The American Rescue Plan Act, also known as the ARP Act, was signed into law on March 12, 2021. In the ARP act, \$122 billion was designated 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. Pasadena ISD's ARP Act ESSER III allocation is \$147,248,350. These funds are additional resources for Pasadena ISD to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools. Pasadena ISD will utilize its ARP Act ESSER III funds to address needs that have risen due to the COVID-19 pandemic. To determine the use of the ARP Act ESSER III funds, Pasadena ISD collected input from stakeholders such as principals, staff, parents, students, and community members through a series of meetings, focus groups, and district need assessments, and surveys. The ESSER III survey was open to receive input from stakeholders from May 24, 2021, to June 11, 2021.

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*Pasadena ISD is seeking input from stakeholders across the district as we develop our district plan. Your feedback and input is incredibly valuable and will help inform our final plan. Public notice and opportunity to comment provided via PISD website, face to face meetings, virtual meetings, and survey.*

#### I. Stakeholder Participation

- Teacher
- Principle or school leader
- School and district administrators (including special education administrators)
- Afterschool or summer staff/educator
- Other school personnel
- Student
- Parent/Family
- Civil rights organizations (including disability rights organizations)
- Stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, children enrolled in afterschool and summer programs, and other underserved students
- Non-profit afterschool provider
- Institution of higher education

#### II. Notice to Stakeholders for Participation

- Pasadena ISD website
- Social Media Platforms – Facebook
- Newspaper advertisement



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### III. Stakeholder Meetings

- Public Meetings – various times
- District Education Committee
- Special Programs Staff Meeting
  - Behavior Response Team Meeting
- Social Health Advisory Council

### IV. Below are the survey questions and responses from stakeholders regarding the utilization of ARP Act, Elementary and Secondary School Emergency Relief funds.

#### Current Issues, Challenges, and Best Practices

In this block of questions, we are requesting your opinion on what students and schools are experiencing across the district and what Pasadena ISD should focus on in the coming years.

**From your perspective, what are the top issues currently facing students and schools across the district during the COVID-19 pandemic?**

Curriculum & Instruction	412
Psychological Well Being	240
Social Well Being	189
School Family Community	185
Resources	158
Learning Formats	109
Emotional Well Being	78
Other	63
CDC Guidelines	58
Mental Health	57
COVID	54
HR	47
Facilities	32

**In your opinion, what are the biggest challenges the school district faces in accelerating student learning due to the COVID-19 pandemic?**

Teaching & Learning	389
School & Family Engagement	165
HR	144
Learning Formats	140
Resources	109
Administration	92
Social Emotional	81
Curriculum & Instruction	42
Health & Safety	37
Other	36



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**What do you believe are the highest priority needs (academic, social, emotional, and/or mental health, etc.) for the remainder of the 2020-2021 school year and for the 2021-2022 school year related to the impact of the COVID-19 pandemic?**

Academic	513
Mental Health	337
Emotional	331
Social	303
Social/Emotional	51
Safety	37
Technology	15
Financial	12
Parental Support	5
Behavior/Discipline	4
Attendance	1
Teacher Retention	1

**What strategies have been most effective, in your experience, in supporting the needs of students in Pasadena ISD during the COVID-19 pandemic?**

Relational Factors	432
Academic Factors	350
Technology Factors	100
Physical Factors	94
Counseling Resources	25
External Resources	4



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### Accelerated Learning and Additional Supports Needed

This block of questions is designed to help inform potential programs to ensure students are academically successful in the coming school year.

**Beyond the traditional school day, which types of programs do you believe PISD should consider accelerating student learning? Please select all that apply.**

- Tutoring
- Afterschool programs
- Summer learning programs
- Blended learning
- Other

**In your opinion, what resources, tools, and/or training supports would help PISD align afterschool activities and the school day to address student needs?**

Afterschool Activities	304
Resources	222
Training	125
Staffing	100
Other Suggestions	41
Communication	35
Environment	28
Leadership	22

**If you work at, attend, or your child attends a Pasadena ISD school, what data sources are being used to determine the impact of lost instructional time for students?**

Assessments	736
Learning/Assessment Programs	124
Grades	72
Observational	63
Engagement	54
Other	52
Conversational	32
Data Systems	27
Student Work	20
Attendance	16
Surveys	14
Behavior	6



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### Supporting Special Population

This block of questions is to better understand the challenges and supports needed for all students in particular the special population students.

**How has the COVID-19 pandemic impacted the academic progress of all students in particular the special population students from low-income families, students of color, English learners, students with disabilities, homeless, foster care, and migratory students?**

Teaching & Learning	280
Social-Emotional	233
Engagement	193
Population Specific	126
Technology	44
None	15
Medical	14
Other	13

**Please describe how remote instruction impacted all students including special population students from low-income families, students of color, English learners, students with disabilities, homeless, foster care, and migratory students.**

**From your perspective, what outreach or strategies were used by PISD to engage families?**

Electronic/Mass Communication	486
Other	339
Personal Contact	277
Video Conferencing	100
Events	76
Child Nutrition	52
Print Communication	28
Afterschool Activities	22



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### Additional Comments

Academics: Structure	53
Additional programs	28
Funding	56
Health, Wellness, Safety	12
Kudos	93
Parents	16
Social Emotional	25
Teaching & Learning	53
Technology	15