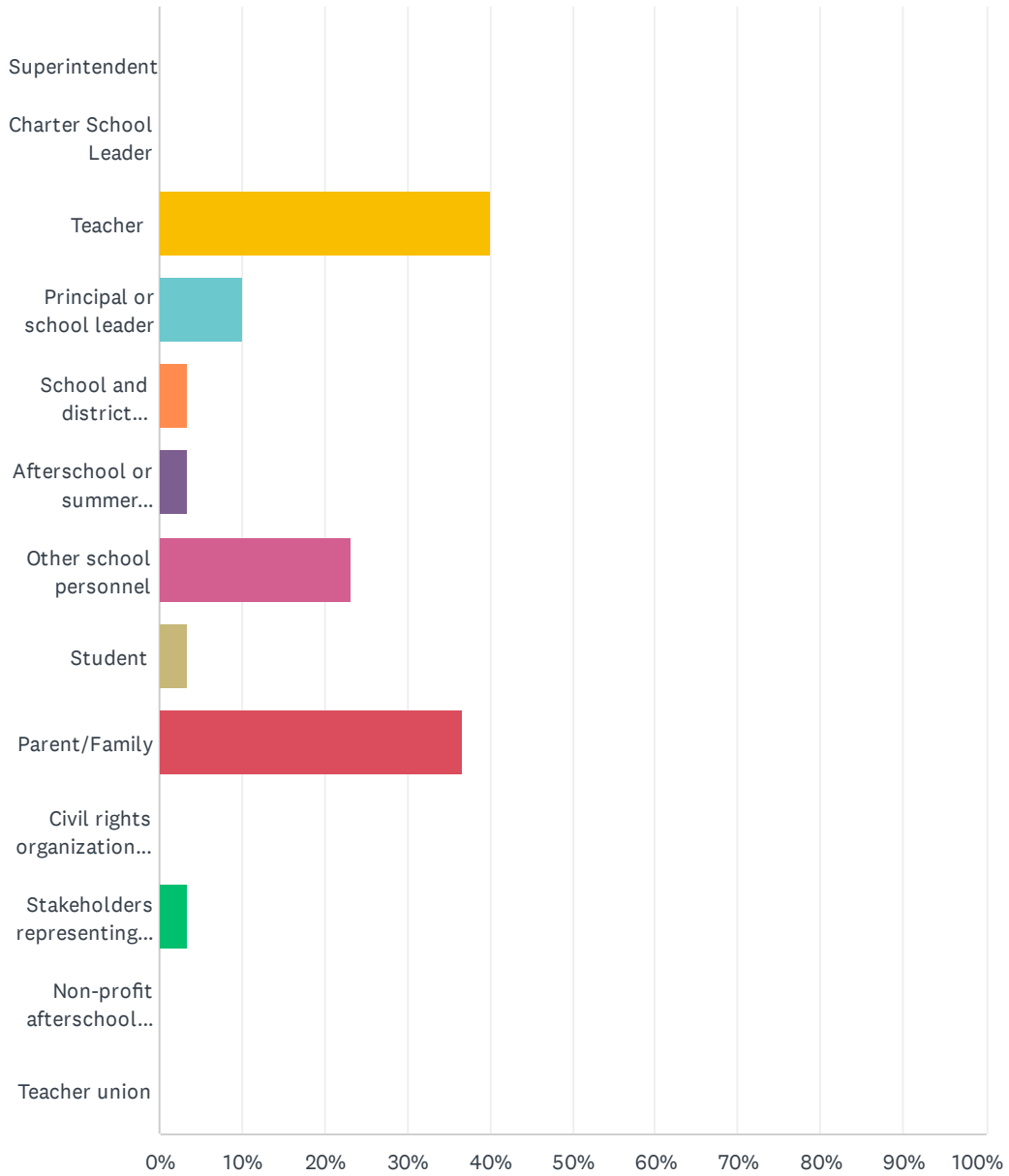


Q1 Select your stakeholder category. Please select all that apply.

Answered: 30 Skipped: 0

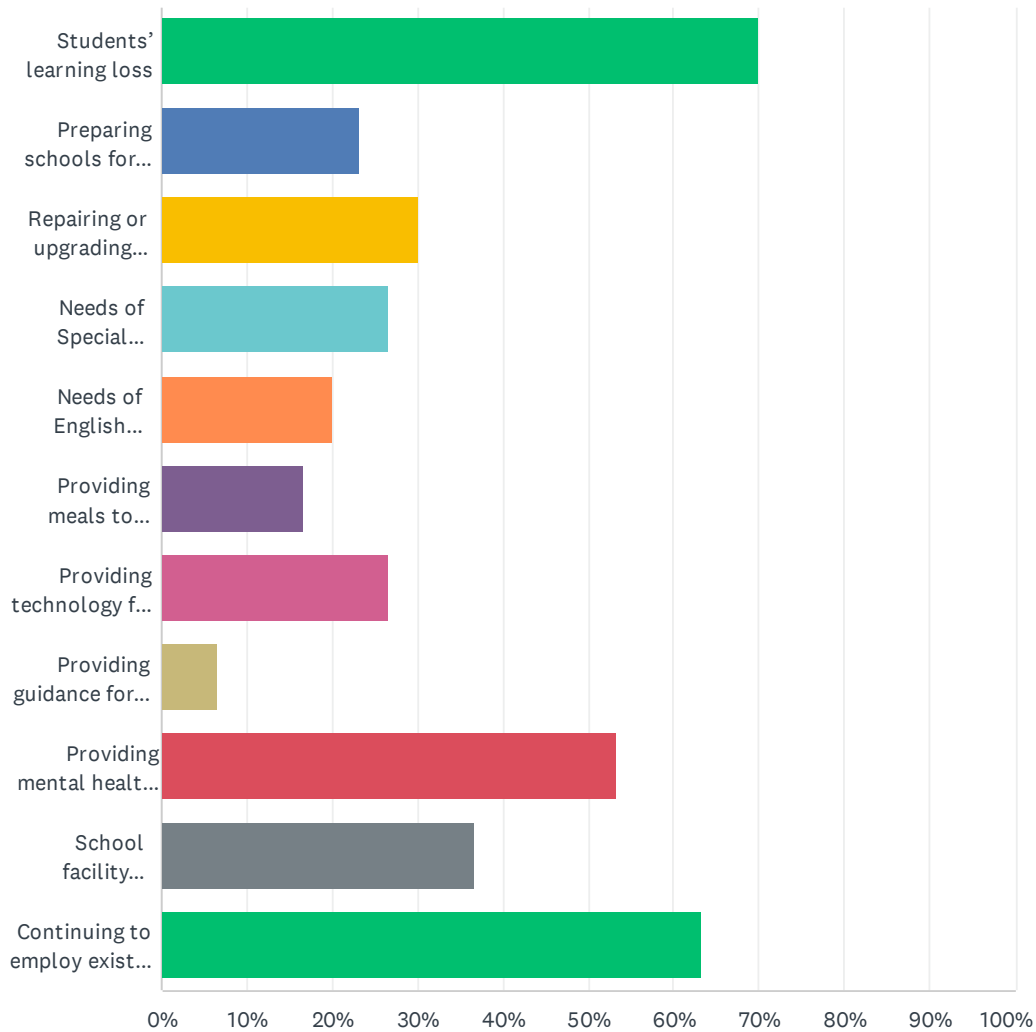


ESSER III & Other Grants Stakeholder Survey - July 2023

| ANSWER CHOICES | RESPONSES | |
|---|-----------|----|
| Superintendent | 0.00% | 0 |
| Charter School Leader | 0.00% | 0 |
| Teacher | 40.00% | 12 |
| Principal or school leader | 10.00% | 3 |
| School and district administrators (including special education administrators) | 3.33% | 1 |
| Afterschool or summer staff/educator | 3.33% | 1 |
| Other school personnel | 23.33% | 7 |
| Student | 3.33% | 1 |
| Parent/Family | 36.67% | 11 |
| Civil rights organizations (including disability rights organizations) | 0.00% | 0 |
| 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 | 3.33% | 1 |
| Non-profit afterschool provider | 0.00% | 0 |
| Teacher union | 0.00% | 0 |
| Total Respondents: 30 | | |

Q2 Current Issues, Challenges and Best Practices From your perspective, what are the top issues currently facing students and the school district during the COVID-19 pandemic?

Answered: 30 Skipped: 0

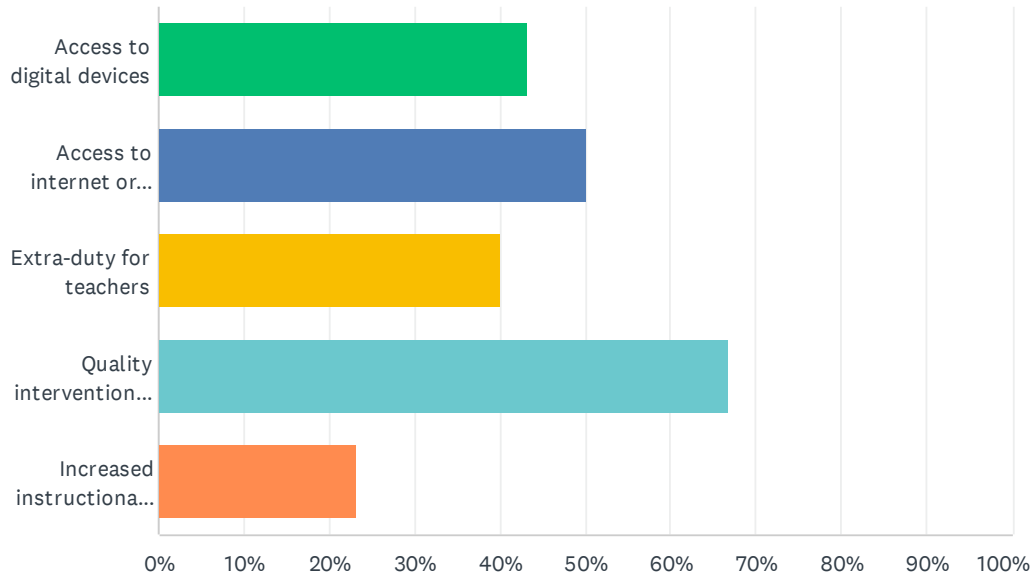


ESSER III & Other Grants Stakeholder Survey - July 2023

| ANSWER CHOICES | RESPONSES | |
|--|-----------|----|
| Students' learning loss | 70.00% | 21 |
| Preparing schools for students to return to school for face-to-face instruction | 23.33% | 7 |
| Repairing or upgrading projects to improve indoor air quality in school buildings | 30.00% | 9 |
| Needs of Special Education students | 26.67% | 8 |
| Needs of English Learners | 20.00% | 6 |
| Providing meals to eligible students | 16.67% | 5 |
| Providing technology for online learning to all students | 26.67% | 8 |
| Providing guidance for carrying out requirements under IDEA (Special Education) | 6.67% | 2 |
| Providing mental health services and supports | 53.33% | 16 |
| School facility repairs to reduce the risk of virus transmission and exposure to environmental hazards | 36.67% | 11 |
| Continuing to employ existing staff | 63.33% | 19 |
| Total Respondents: 30 | | |

Q3 In your opinion, what are the biggest challenges school districts face in accelerating student learning due to the COVID-19 pandemic?

Answered: 30 Skipped: 0



| ANSWER CHOICES | RESPONSES | |
|------------------------------------|-----------|----|
| Access to digital devices | 43.33% | 13 |
| Access to internet or wifi hotspot | 50.00% | 15 |
| Extra-duty for teachers | 40.00% | 12 |
| Quality intervention programs | 66.67% | 20 |
| Increased instructional time | 23.33% | 7 |
| Total Respondents: 30 | | |

Q4 What do you believe are the highest priority needs (academic, social, emotional, and/or mental health, etc...) for the 2023-2024 school year related to the impact of the COVID-19 pandemic? (Please refer to Q2. for eligible options for allowable uses of funds to address the priority needs.)

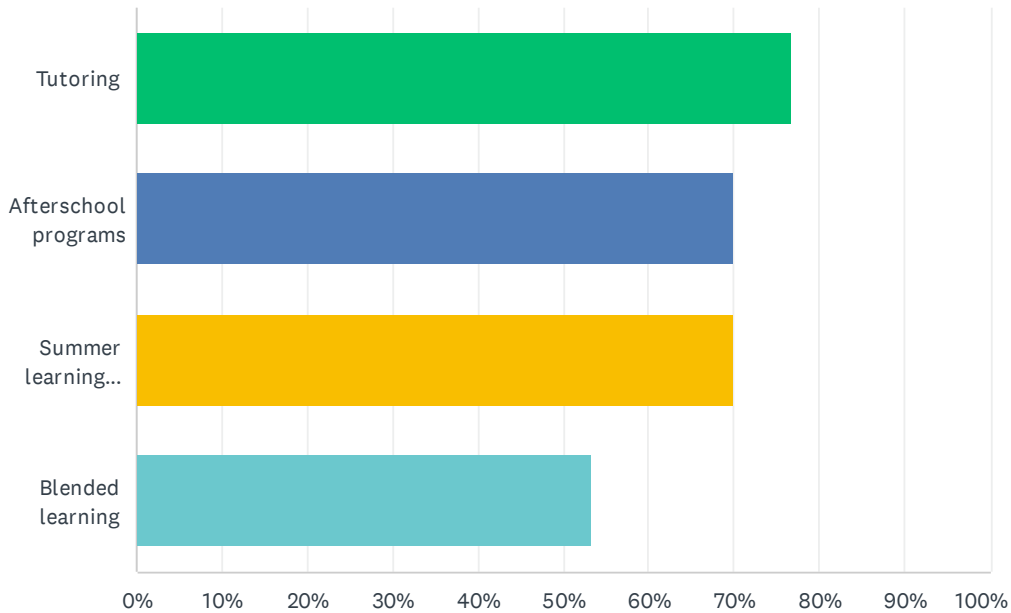
Answered: 25 Skipped: 5

Q5 What strategies have been most effective, in your experience, in supporting the needs of students in Texas during the COVID-19 pandemic?

Answered: 19 Skipped: 11

Q6 Beyond the traditional school day, which types of programs do you believe school districts or charter schools should consider to accelerate student learning? Please select all that apply.

Answered: 30 Skipped: 0



| ANSWER CHOICES | RESPONSES |
|--------------------------|-----------|
| Tutoring | 76.67% 23 |
| Afterschool programs | 70.00% 21 |
| Summer learning programs | 70.00% 21 |
| Blended learning | 53.33% 16 |
| Total Respondents: 30 | |

Q7 In your opinion, what resources, tools and/or training supports would help schools align afterschool activities and the school day to address student needs?

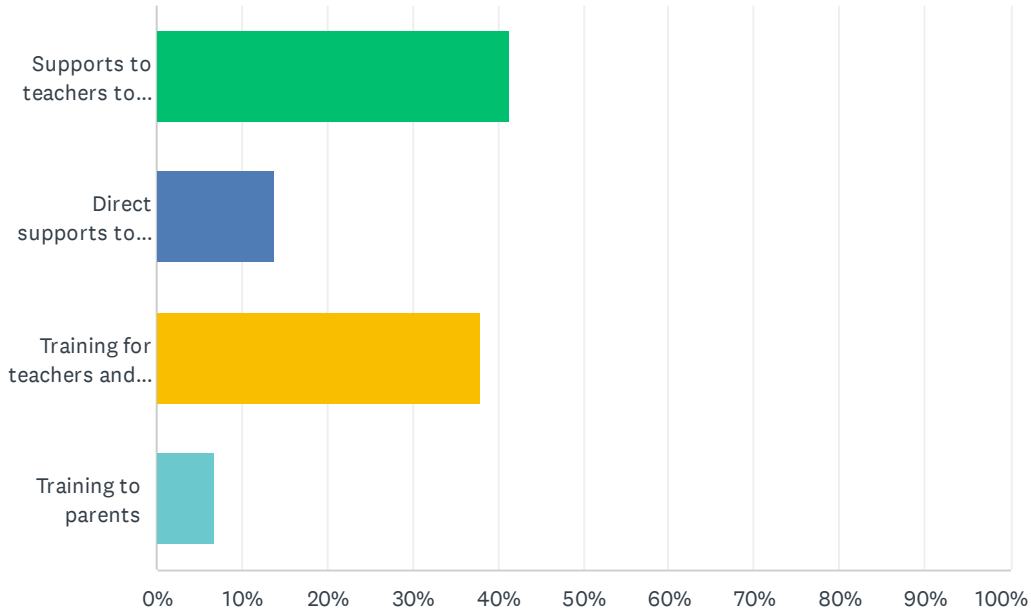
Answered: 19 Skipped: 11

Q8 If you work at, attend, or your child attends a school, what data sources are being used to determine the impact of lost instructional time for students?

Answered: 17 Skipped: 13

Q9 When addressing the needs of students with disabilities resulting from the loss of services related to COVID-19, we recognize there are many possible supports. Of the four options listed below, which should the district prioritize? Please select one.

Answered: 29 Skipped: 1



| ANSWER CHOICES | RESPONSES | |
|---|-----------|-----------|
| Supports to teachers to implement compensatory services | 41.38% | 12 |
| Direct supports to parents | 13.79% | 4 |
| Training for teachers and staff | 37.93% | 11 |
| Training to parents | 6.90% | 2 |
| TOTAL | | 29 |

Q10 How has the COVID-19 pandemic impacted the academic progress of English Learners (EL's)?

Answered: 15 Skipped: 15

Q11 Please describe how remote instruction impacted English Learners program participation.

Answered: 15 Skipped: 15

Q12 In your opinion, how did the COVID-19 pandemic impact the social/emotional well-being of English Learners and their families?

Answered: 14 Skipped: 16

Q13 From your perspective, what outreach or strategies were used by campus staff to engage families of English Learners?

Answered: 14 Skipped: 16

Q14 Please enter any additional comments.

Answered: 4 Skipped: 26