

June 17, 2021  
Finance and Infrastructure Committee

Dear Chair Voss and Members of the Committee,

We would like to comment on Agenda Item III. A, Committee Action on recommendation concerning Department of Education's plan for use of federal funds in third round of the Education Stabilization Fund's Elementary and Secondary School Emergency Relief ("ESSER") Fund authorized under the American Rescue Plan Act of 2021.

In order to accelerate learning and ensure students' academic, social, and emotional needs are met, the Hawai'i Afterschool Alliance (HAA) would like to recommend that ESSER III funds be used for two key, evidence-based strategies: afterschool programs and full-service community schools.

### **Afterschool**

The afterschool field is an essential part of Hawai'i's response to the coronavirus pandemic, and [decades of research](#) shows students who regularly participate in quality afterschool programs:

- Improve their school attendance, grades and work habits,
- Are less likely to repeat a grade and more likely to graduate,
- Gain social skills, build confidence and learn to think critically, and
- Have opportunities to earn college credits and explore careers.

In addition to national data, [Hawai'i's Nita M. Lowey's 21st Century Community Learning Centers](#) (21CCLC) has shown that students who participate in the program during SY18-19 made significant gains including:

- Only 12.6% of regular participants (those participating 30 or more days) missed 15 or more days of school throughout the year, compared to 24% of non-participating students attending the same schools.
- 51.7% of regular participants achieved proficiency in English, compared to 42.1% of non-participating students.
- 40.9% of regular participants achieved proficiency in math, compared to 30.9% of non-participating students.

In order to meet the needs of the most vulnerable students who have experienced learning loss, and who don't currently have an afterschool program (i.e., Nita M. Lowey 21st Century Community Learning Centers or UPLINK), HAA recommends that in addition to the \$4.1M allocated for afterschool, \$42.6M from the 23% set aside to address learning loss be used to provide high quality afterschool programs. (See how we calculated \$42.6M below.)

The DOE should create a process for Title I schools to submit proposals to establish new or expand/enhance existing afterschool programs focusing on providing the most vulnerable students accelerating learning and social-emotional learning opportunities during the

out-of-school time hours. Preference should be given to schools who don't currently receive Nita M. Lowey 21st Century Community Learning Centers or UPLINK funding, and given to schools who can partner with a community organization to provide all or parts of the afterschool programming.

### **Full-Service Community Schools**

Full-service community schools is an evidence-based strategy that can support students' mental health. Community schools allow schools to coordinate wrap-around services and work with community partners and mental health providers to serve students. The US Department of Education's ED COVID-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs, Vol. 2, mentions that the American Rescue Plan "specifically refers to full-service community schools as a model that can support the provision of mental health services and supports and for which ARP funding may be used in response to COVID-19 (p. 35)."

Using ESSER III funds to help schools implement the community school strategy will equip schools with the resources and tools needed to better address the whole child and create the conditions necessary for learning. With the community school strategy, not only are wrap-around supports provided, but schools will be able to better collaborate and partner with families and community organizations, like afterschool providers, social service providers, and others.

### **\*Calculating funding needs for afterschool:**

HAA determined that the vulnerable students who could benefit the most from additional funding for afterschool programs are those who attend at Title I school, and whose schools currently do not receive 21CCLC or UPLINK funding. From those schools, HAA estimates that approximately 12,256 elementary and middle school students are behind in ELA and Math (based on universal screener data from Q1 of SY20-21) and 3,387 high school students are off track to graduate. The total number of students who could benefit most from afterschool is 15,643.

To serve 15,643 students in a high quality afterschool program with qualified staff who can support their academic and social-emotional learning, it will take \$1,495 ([average national cost per student per year in high quality afterschool programs](#)) per student, per year. To have this additional afterschool program for 2 school years is \$46,772,570. Since \$4.1M already needs to be set aside for afterschool programs, HAA is requesting an additional \$42,649,282 to support the most vulnerable students' academic and social-emotional needs. View our full calculations [here](#).

Thanks for the opportunity to testify.

Paula Adams  
Executive Director  
Hawai'i Afterschool Alliance

School Name	UPLINK	21stCCLC	Title 1 School (21-22)	Total Enrollment	Metric 8: Students behind grade level in ELA	Metric 8: Students behind grade level in Math	Metric 8: HS Students Off Track to Graduate	El + Middle: Estimate of Students Behind in ELA (% students behind grade level * total enrollment)	El + Middle: Estimate of Students Behind in Math (% students behind grade level * total enrollment)	El + Middle: Average Estimate of Students between ELA and Math	High School: Estimate of Students Off Track to Graduate (% students behind * total enrollment)
Ahuimanu Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	264	Not in Dashboard	Not in Dashboard	Not HS	-	-	#DIV/0!	-
Aikahi Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	474	9%	9%	Not HS	43	43	43	-
Aina Haina Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	486	12%	12%	Not HS	58	58	58	-
Aliamanu Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	595	17%	20%	Not HS	101	119	110	-
Campbell High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	3079	HS	HS	10%	-	-	#DIV/0!	307.9
Castle High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	1127	HS	HS	19%	-	-	#DIV/0!	214.13
DeSilva Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	453	5%	2%	Not HS	23	9	16	-
DreamHouse 'Ewa Beach	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	192	Charter	Charter	Not HS	-	-	#DIV/0!	-
Enchanted Lake Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	314	17%	15%	Not HS	53	47	50	-
Ewa Beach Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	719	20%	19%	Not HS	144	137	140	-
Ewa Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	995	32%	29%	Not HS	318	289	303	-
Hahaione Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	544	15%	12%	Not HS	82	65	73	-
Halau Ku Mana - PCS	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	113	Charter	Charter	Not HS	-	-	#DIV/0!	-
Hanalei Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	241	24%	26%	Not HS	58	63	60	-
Hawaii Technology Academy-PCS	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	1337	Charter	Charter	Charter	-	-	#DIV/0!	-
Hickam Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	446	12%	12%	Not HS	54	54	54	-
Hokulani Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	319	11%	6%	Not HS	35	19	27	-
Holomua Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	1078	17%	22%	Not HS	183	237	210	-
Honouliuli Middle School	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	184	Not in Dashboard	Not in Dashboard	Not HS	-	-	#DIV/0!	-
Hookele Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	810	12%	13%	Not HS	97	105	101	-
Inouye Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	512	19%	22%	Not HS	97	113	105	-
Iroquois Point Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	643	23%	24%	Not HS	148	154	151	-
Kaelepulu Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	208	12%	9%	Not HS	25	19	22	-
Kahala Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	392	9%	4%	Not HS	35	16	25	-
Kailua Intermediate School	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	785	42%	8%	Not HS	330	63	196	-
Kaimuki Middle School	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	978	26%	16%	Not HS	254	156	205	-
Kaiser High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	1180	HS	HS	15%	-	-	#DIV/0!	177
Kalaheo Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	408	19%	20%	Not HS	78	82	80	-
Kalaheo High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	827	HS	HS	16%	-	-	#DIV/0!	132.32
Kalani High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	1459	HS	HS	7%	-	-	#DIV/0!	102.13
Kamalii Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	444	19%	17%	Not HS	84	75	80	-
Kamiloiki Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	387	Not in Dashboard	Not in Dashboard	Not HS	-	-	#DIV/0!	-
Kaneohe Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	621	55%	33%	Not HS	342	205	273	-
Kanoelani Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	744	16%	17%	Not HS	119	126	123	-
Kaohao Public Charter School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	330	Charter	Charter	Not HS	-	-	#DIV/0!	-
Kapaa High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	1060	HS	HS	5%	-	-	#DIV/0!	53
Kapolei Charter School PCS	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	172	Charter	Charter	Charter	-	-	#DIV/0!	-
Kapolei Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	759	15%	6%	Not HS	114	46	80	-
Kapolei High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	1994	HS	HS	7%	-	-	#DIV/0!	139.58
Kapolei Middle School	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	1151	40%	37%	Not HS	460	426	443	-
Kauai High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	1134	HS	HS	7%	-	-	#DIV/0!	79.38
Ke Kula Niihau O Kekaha-LPCS	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	55	Charter	Charter	Charter	-	-	#DIV/0!	-
Keoneula Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	943	9%	4%	Not HS	85	38	61	-
Kihei Charter School	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	713	Charter	Charter	Charter	-	-	#DIV/0!	-
Koko Head Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	303	9%	10%	Not HS	27	30	29	-

School Name	UPLINK	21stCCLC	Title 1 School (21-22)	Total Enrollment	Metric 8: Students behind grade level in ELA	Metric 8: Students behind grade level in Math	Metric 8: HS Students Off Track to Graduate	El + Middle: Estimate of Students Behind in ELA (% students behind grade level * total enrollment)	El. + Middle: Estimate of Students Behind in Math (% students behind grade level * total enrollment)	El. + Middle: Average Estimate of Students between ELA and Math	High School: Estimate of Students Off Track to Graduate (% students behind * total enrollment)
Kula Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	393	19%	24%	Not HS	75	94	84	-
Liholiho Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	448	17%	10%	Not HS	76	45	60	-
Maemae Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	664	10%	11%	Not HS	66	73	70	-
Makakilo Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	467	23%	28%	Not HS	107	131	119	-
Manana Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	323	17%	14%	Not HS	55	45	50	-
Manoa Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	530	6%	7%	Not HS	32	37	34	-
Maui High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	2100	HS	HS	14%	-	-	#DIV/0!	294
Maunawili Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	327	21%	15%	Not HS	69	49	59	-
Mililani High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	2620	HS	HS	11%	-	-	#DIV/0!	288.2
Mililani Ike Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	596	10%	10%	Not HS	60	60	60	-
Mililani Mauka Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	729	12%	14%	Not HS	87	102	95	-
Mililani Middle School	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	1684	NA: Privacy	NA: Privacy	Not HS	-	-	#DIV/0!	-
Mililani Uka Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	720	20%	11%	Not HS	144	79	112	-
Mililani Waena Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	775	Blank	Blank	Not HS	-	-	#DIV/0!	-
Moanalua Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	620	12%	12%	Not HS	74	74	74	-
Moanalua High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	2013	HS	HS	5%	-	-	#DIV/0!	100.65
Moanalua Middle School	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	777	26%	22%	Not HS	202	171	186	-
Mokapu Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	699	15%	16%	Not HS	105	112	108	-
Mokulele Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	199	19%	27%	Not HS	38	54	46	-
Momilani Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	400	8%	8%	Not HS	32	32	32	-
Myron B. Thompson Academy	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	527	Charter	Charter	Charter	-	-	#DIV/0!	-
Niihau High & Elementary School	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	15	NA: Privacy	NA: Privacy	NA: Privacy	-	-	#DIV/0!	-
Nimitz Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	523	17%	15%	Not HS	89	78	84	-
Niu Valley Middle School	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	782	24%	20%	Not HS	188	156	172	-
Noelani Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	423	9%	10%	Not HS	38	42	40	-
Nuuanu Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	348	9%	8%	Not HS	31	28	30	-
Palisades Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	393	18%	19%	Not HS	71	75	73	-
Pearl City High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	1599	HS	HS	20%	-	-	#DIV/0!	319.8
Pearl City Highlands Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	540	15%	13%	Not HS	81	70	76	-
Pearl Harbor Kai Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	374	7%	5%	Not HS	26	19	22	-
Pearl Ridge Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	466	17%	18%	Not HS	79	84	82	-
Pomaikai Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	565	6%	4%	Not HS	34	23	28	-
Puu Kukui Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	735	15%	16%	Not HS	110	118	114	-
Radford High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	1166	HS	HS	3%	-	-	#DIV/0!	34.98
Red Hill Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	411	15%	19%	Not HS	62	78	70	-
Roosevelt High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	1464	HS	HS	15%	-	-	#DIV/0!	219.6
SEEQS - PCS	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	174	Charter	Charter	Not HS	-	-	#DIV/0!	-
Shafter Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	338	17%	17%	Not HS	57	57	57	-
Sunset Beach Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	395	19%	16%	Not HS	75	63	69	-
University Laboratory School	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	450	Charter	Charter	Charter	-	-	#DIV/0!	-
Voyager - PCS	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	271	Charter	Charter	Not HS	-	-	#DIV/0!	-
Waiakea Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	847	19%	22%	Not HS	161	186	174	-
Waiakea High School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	1233	HS	HS	7%	-	-	#DIV/0!	86.31
Waialae Elementary School - PCS	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	489	Charter	Charter	Not HS	-	-	#DIV/0!	-
Waikiki Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	571	13%	11%	Not HS	74	63	69	-

School Name	UPLINK	21stCCLC	Title 1 School (21-22)	Total Enrollment	Metric 8: Students behind grade level in ELA	Metric 8: Students behind grade level in Math	Metric 8: HS Students Off Track to Graduate	EI + Middle: Estimate of Students Behind in ELA (% students behind grade level * total enrollment)	EI. + Middle: Estimate of Students Behind in Math (% students behind grade level * total enrollment)	EI. + Middle: Average Estimate of Students between ELA and Math	High School: Estimate of Students Off Track to Graduate (% students behind * total enrollment)
Webbing Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	399	20%	24%	Not HS	80	96	88	-
West Hawaii Explorations -PCS	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	275	Charter	Charter	Not HS	-	-	-	-
Wheeler Middle School	Eligible (SY21-22)	<input type="checkbox"/>	<input type="checkbox"/>	705	21%	21%	Not HS	148	148	148	-
Wilson Elementary School	Not Eligible	<input type="checkbox"/>	<input type="checkbox"/>	546	11%	2%	Not HS	60	11	35	-
Totals				174704				29,017	26,706	27,861	7,527
Totals for Eligible Schools (Title I and no 21CCLC or UPLINK)										12,256	3,387
										Total # of Students For Eligible Schools	15,643
										Cost for afterschool at \$1495 per student for 2 years	\$46,772,570.00
										Additional amount requested (minus \$4.1 M)	\$42,649,282.00



david.miyashiro@hawaiikidscan.org  
hawaiikidscan.org

David Miyashiro  
Executive Director

June 17, 2021

Hawaii State Board of Education  
Finance and Infrastructure Committee Meeting  
Bruce Voss, Chairperson  
Lynn Fallin Vice Chairperson

Aloha Chair Voss, Vice Chair Fallin, and Members of the Committee,

Per Action Item A, **HawaiiKidsCAN would like to offer comments** regarding Committee Action on recommendation concerning Department of Education's plan for use of federal funds in third round of the Education Stabilization Fund's Elementary and Secondary School Emergency Relief ("ESSER") Fund authorized under the American Rescue Plan Act of 2021.

Founded in 2017, HawaiiKidsCAN is a local nonprofit organization committed to ensuring that Hawaii has an excellent and equitable education system that reflects the true voices of our communities and, in turn, has a transformational impact on our children and our state. We strongly believe that all students should have access to excellent educational opportunities, regardless of family income levels and circumstances.

As an organization that has consistently testified to the Board of Education through the duration of the pandemic, HawaiiKidsCAN has advocated for transparency and clarity of data, communications, and planning.

While the ESSER spending plan presented by the Department has many promising elements overall, we believe more specifics would be helpful for the BOE, schools, and broader public to have. We found it was very helpful to review the state plans that have been submitted so far as a point of comparison (30 as of June 15), and those plans can be found here: <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/stateplans/>.

- **Needs assessment:** In order to maximize the impact of these funds, interventions must be targeted and strategic with a focus on equity. HIDEOE's

plan states: “*Student groups who were disproportionately impacted by COVID-19 will be prioritized for learning loss interventions based on their needs as identified by student data and the multi-tiered system of support. Student data will include, but not be limited to, diagnostic data, statewide assessment data, student attendance data, quantitative and qualitative student performance data, and school climate data.*” While these measurements are appropriate, this approach leaves open the possibility of different interpretations of which students have the greatest needs, leading to some students falling through the cracks based on those interpretations. This also creates equity concerns due to possible different treatments across schools and complex areas.

- An alternative model is the approach taken by Tennessee in their state plan, which requires the same rigorous needs assessment to be completed by all local districts. This level of guidance creates consistency across districts and schools, and a common framework for understanding how to prioritize funds and programming. This is especially important given the wide variation of school models and challenges across the HIDOE system in the 2020-2021 school year. The Tennessee needs assessment can be found here: <https://www.tn.gov/content/dam/tn/education/esser-planning-resources/ESSER%20Needs%20Assessment-Districts.pdf>.
- **Programming:** We also felt greater specificity was needed in terms of how the HIDOE system and schools would deploy evidence-based interventions. The HIDOE plan states: “*HIDOE is currently finalizing a learning acceleration framework to provide guidance to schools, complex areas, and state offices in mitigating the learning loss caused by the COVID-19 pandemic. Summer learning programs; high-dosage tutoring responsive to families’ schedules, such as during evenings and weekends; extended learning time; and academic coaching will be managed by each school and complex area to allow for flexibility to address their unique needs. Professional development opportunities will be provided to educators to ensure they are equipped to address the array of student needs that have developed since the onset of the public health emergency.*”
  - Why is additional information not available about the learning acceleration framework? This is the single instance of the framework in the entire plan, and we believe even a rough draft of current thinking would be helpful.
  - While all of the interventions listed have great promise, there is only so much time and funding available, so what are some of the tradeoffs for schools to consider for each intervention? What is the quality control for these decisions?

- While there is aspiration in the plan, it is unclear what the goals and targets are for impact. A few clear big goals would provide stronger coherence to all of these interventions.
- There is tremendous value in having some of these interventions “managed by each school and complex area to allow for flexibility to address their unique needs,” as stated in HIDOE’s plan. However, it is unclear from this plan how support and guidance will be provided. This was a key frustration over the last year, where many massive decisions landed on the desks of school leaders at a time when they had many demands on their time.
- Given the tremendous assets in our local community, how could nonprofit and other wrap-around support organizations be more intentionally contracted to support schools?
- Why were proven programs such as those relating to early college and career readiness conspicuously absent from the plan?
- Other state plans provide a few helpful examples. Tennessee is using 5% of funds for a statewide tutoring model, called TN ALL Corps (Tennessee Accelerating Literacy and Learning Corps), that will ensure Tennessee students have access to high-dosage, low ratio tutoring over the next three years. Louisiana has Accelerate, a K-12 just-in-time tutoring initiative, as well as a framework to help schools select from evidence-based programs. Rhode Island is launching a math strategy that will provide Eureka specific curriculum implementation supports in the elementary grades, as well as coordinating several tutoring initiatives in the state, such as an expansion of RI’s AmeriCorps organizations and a partnership with Schoolhouse.world, Khan Academy’s tutoring-focused sister organization, to help align efforts around a common vision for serving students. Lastly, Connecticut is using ESSER funds to create a statewide K-8 model curricula to increase equity for all students, as well as extending contracts with online/digital platforms to accelerate learning and enable students to engage with project-based career pathways.
- **Transitions:** The disruption from the pandemic has made crucial grade-level transitions even more important. The HIDOE plan states: “*Programs targeted to help students transition to their next school (elementary school, middle school, high school, or post-secondary institutions) will also be implemented to increase student success at the next level. One such program is a summer start kindergarten transition program, a three-week summer bridge program to prepare students for entry into kindergarten.*” Are there specific programs that can be shared beyond the one for kindergarten?
- **Timing:** Our understanding is that ESSER II and III funds do not lapse until September 2023. As such, it may be helpful for HIDOE to consider requesting a



further extension of submitting the ESSER plan in consideration of a few additional factors: 1) The plan as proposed does not seem to directly incorporate the Board Resolution on opening of schools for the 2021-2022 School Year that is being considered at the general business meeting; 2) The status of HB613 remains unresolved; and 3) The feedback and buy-in of the upcoming interim superintendent and new superintendent seem highly important and relevant for the sake of stability.

We hope the Finance and Infrastructure Committee explores these questions and considerations. Rather than rush this incredibly important decision, **we would support the committee if it recommends HIDOE request an additional extension before submitting.**

Mahalo for your consideration,

David Miyashiro  
Founding Executive Director  
HawaiiKidsCAN



June 17, 2021

Finance and Infrastructure Committee

Dear Chair Voss and Members of the Committee,

We would like to comment on Action Item III. A., Committee Action on recommendation concerning DOE's plan for use of federal funds in third round of the ESSER Fund authorized under the American Rescue Plan Act of 2021.

We continue to advocate that the additional resources the DOE receives from the federal government should be prioritized at the school level, where teaching and learning occurs. We believe that this is particularly true with addressing learning loss, especially for our most vulnerable students. While summer school, afterschool and specialized tutoring have merit and should be pursued, many of our high-needs students may not participate in these programs, as they have not done so historically. For this reason, we feel that the focus for learning loss should be at instruction during the regular school year with teachers in the classroom, where attendance is mandatory.

Each school has a unique academic plan that is tailored to their school community and has its own process of instruction with Tier 1 or core instruction, and Tier 2 and Tier 3, which are targeted interventions for students who need extra supports. We have heard that schools may have to prepare for budget reductions due to state general funds shortfalls for the next biennium budget years. Supplemental funds, therefore, should be prioritized for instruction during the regular school year to support the respective academic plans and boost resources in the classroom. Additionally, the DOE should articulate a plan which demonstrates how the complex and state office will support strategic initiatives at the school level; supplemental funds could be used for this purpose as well.

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura  
HE'E Coalition Director

HE'E Coalition Members and Participants

Academy 21  
Alliance for Place Based Learning  
American Civil Liberties Union  
Atherton YMCA  
\*Castle Complex Community Council  
\*Castle-Kahuku Principal and CAS  
\*Education Institute of Hawai'i  
\*Faith Action for Community Equity  
Fresh Leadership LLC  
Girl Scouts Hawai'i  
Harold K.L. Castle Foundation  
\*HawaiiKidsCAN  
\*Hawai'i Afterschool Alliance  
\*Hawai'i Appleseed Center for Law and Economic Justice  
\*Hawai'i Association of School Psychologists  
Hawai'i Athletic League of Scholars  
\*Hawai'i Children's Action Network  
Hawai'i Education Association  
Hawai'i Nutrition and Physical Activity Coalition  
\* Hawai'i State PTSA  
Hawai'i State Student Council  
Hawai'i State Teachers Association  
Hawai'i P-20  
Hawai'i 3Rs  
Head Start Collaboration Office  
It's All About Kids  
\*INPEACE  
Joint Venture Education Forum  
Junior Achievement of Hawaii  
Kamehameha Schools  
Kanu Hawai'i  
\*Kaua'i Ho'okele Council  
Keiki to Career Kaua'i

Kupu A'e  
\*Leaders for the Next Generation  
Learning First  
McREL's Pacific Center for Changing the Odds  
Native Hawaiian Education Council  
Our Public School  
\*Pacific Resources for Education and Learning  
\*Parents and Children Together  
\*Parents for Public Schools Hawai'i  
Special Education Provider Alliance  
\*Teach for America  
The Learning Coalition  
US PACOM  
University of Hawai'i College of Education  
\* Youth Service Hawai'i

*Voting Members (\*) Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**TESTIMONY FINANCE COMMITTEE**

1 message

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**Susan Pcola-Davis** <Supcola@hawaii.rr.com>  
To: testimony\_boe <Testimony.BOE@boe.hawaii.gov>

Wed, Jun 16, 2021 at 1:29 PM

SUSAN PCOLA-DAVIS

FINANCE COMMITTEE

ACTION ITEM III.A.

**SUPPORT****III. Recommendation for Action**

A. [Committee Action on recommendation concerning Department of Education's plan for use of federal funds in third round of the Education Stabilization Fund's Elementary and Secondary School Emergency Relief \("ESSER"\) Fund authorized under the American Rescue Plan Act of 2021](#)

**SUPPORT:** This Application Plan for the use of federal funds is very detailed and well written. Thank you for the opportunity to provide input using the DOE survey. Especially thank you for Appendix E and the collation of the survey input.

*Susan A. Pcola-Davis*