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David Miyashiro
Executive Director

August 19, 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,

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 (BOE) through the duration of the pandemic, HawaiiKidsCAN has advocated for transparency and clarity of data, communications, and planning.

HawaiiKidsCAN offers comments on Discussion Item A) Presentation on Department's allocation plan for use of federal funds in the second round of the Education Stabilization Fund's Elementary and Secondary School Emergency Relief ("ESSER II") and in the third round of ESSER funds authorized under the American Rescue Plan Act of 2021 ("ESSER ARP").

HawaiiKidsCAN, along with several BOE members, expressed disappointment with the plan the Hawaii Department of Education (HIDOE) presented on June 17, 2021 for the use of federal ESSER funds. We felt that the plan submitted lacked the level of specificity and detail that was evident upon even a casual review of plans submitted by other states to the U.S. Department of Education (ED).

While the allocation plan being considered today is a step forward in terms of specificity, we find that there are a number of questions the BOE should pose to the HIDOE:

- In our June 17 testimony, we shared concerns about the lack of clarity in the HIDOE plan about how to adequately assess needs at the school and complex levels. The section for Complex Area Accelerated Learning Proposals (2.03) and Complex Area Staff Well Being & Safe Return to School Proposals (7) reference a needs assessment to be created by the State Level Coordinated Support program, but it is unclear how this will be deployed and what items will be included. In contrast, Tennessee 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>.
- In our June 17 testimony, we praised the HIDOE plan for including the following interventions: *“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.”* Our concern was no specifics about how these interventions would be deployed were provided, and today’s allocation plan bears those concerns out:
 - We found no mention of tutoring or extended learning time in the allocation plan. Our assumption is that these services might be included in Rigorous Out-of-School time enrichment activities (2.02) and Complex Area Accelerated Learning Proposals (2.03). Again, this continued lack of specificity is concerning.
 - For Rigorous Out-of-School time enrichment activities (2.02), we were concerned that only a range of 3,500 - 4,500 students are expected to participate. This would represent less than 3% of the total HIDOE student population, resulting in limited impact.
 - As a reminder, we testified on June 17 that other states have been able to provide a higher level of specificity. For example, 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.

- On June 17, we flagged where the HIDOE ESSER plan mentioned transitions: *“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.”* Upon review of the allocation, plan we are encouraged to see the kindergarten transition summer start program budgeted, but we could find no other targeted programs for specific transition grades, with this work simply lumped into Summer Learning (for Summer 2022 or 2022 & 2023) (2.01).
- On June 17, we also flagged where the plan mentioned learning acceleration: *“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.”* We did not find any example of this framework in the allocation plan. Is this work bucketed under State Middle School Student Leadership Coordinator (2.08)? Why would this only be applicable to middle school?
- We applauded the BOE and HIDOE for making summer school free in 2021. Based on the allocation plan, it is unclear to us if summer school will continue to be free. If not, what is the justification for ending this important service?
- HawaiiKidsCAN has testified on numerous occasions for a more strategic approach to the deployment of distance learning, with far greater coordination across the state and complex areas. On June 3, we testified that we should ensure *“that virtual learning remains an option for all families who want it this fall.”* We've heard from anxious parents, students, and teachers on the seemingly rushed statewide distance learning program or confusion at the school level, so we urge HIDOE to streamline offerings moving forward as much as possible. For example, the allocation plan puts State Online Learning Programs (2.06) and Distance Learning SY 2021-2022 & SY 2022-2023 (2.07) into different silos, whereas we would push HIDOE to explain how these programs work together moving forward so as to avoid duplication and be more planful around what is sure to be an evolving public health situation.

Mahalo for the opportunity to testify,

David Miyashiro

Founding Executive Director
HawaiiKidsCAN



LEILEHUA ALUMNI AND COMMUNITY ASSOCIATION

841 Bishop Street, Suite 850, Honolulu, Hawaii 96813

August 16, 2021



Finance and Infrastructure Committee
Hawaii Board of Education
1390 Miller Street
Honolulu, Hawaii 96813
Attn: Testimony.BOE@boe.hawaii.gov

Re: Hearing: August 19, 2021 at 10:00 a.m.
Testimony in support of Agenda Item No. IV.A(6)
Allocation of Esser funds for Leilehua High School's
Cyber Security Academy

Principal, Leilehua
High School:
Jason Nakamoto

President:
Carolyn Hayashi
Class of 1979

Vice President:
Derek Iha
Class of 1979

Secretary:
Susan Fujii
Class of 1966

Treasurer:
Vanda Victor
Class of 1970

Directors:
Poni Askew
Class of 1991

Jodi Endo Chai
Class of 1991

Rene Mansho
Class of 1967

Scholarship
Committee:
Susan Fujii
Carolyn Uchiyama
Class of 1966

Fundraising
Committee:
Derek Iha

Dear Committee Chair Voss and Members of the Committee:

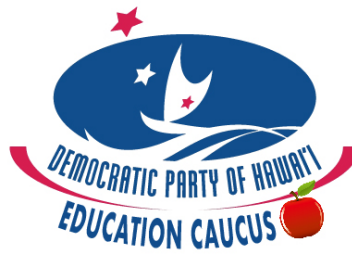
I submit this testimony on behalf of the Leilehua Alumni and Community Association (LACA), as well as for myself as an alumnus, a parent of alumni and now a grandparent of a first grader within the Leilehua Complex, in support of Department of Education's recommendation to provide ESSER funds to the Leilehua Complex. If approved, the funding will support the cybersecurity academy at Leilehua High School.

In 2017, the Legislature provided funds for academy facilities throughout the DOE. Leilehua High School received a portion of those funds for their cybersecurity academy which was established in 2015. The new classroom is currently under construction and is expected to be completed by October 2021. The new ESSER funds are needed to furnish the classroom with the proper equipment as the 2017 appropriation is capital improvement project and CIP cannot be used for the purchase of equipment.

LACA requests that this Committee and Board of Education approve this request as we increase STEM and IT opportunities for our students. LACA has continued to support these efforts and has provided funds from our organization for STEM equipment at Leilehua's Learning Commons and throughout the Leilehua complex.

Sincerely,

Carolyn Hayashi
President
Leilehua Alumni and Community Association
841 Bishop Street, Suite 850
Honolulu, HI 96813



ITEM IV, A. COMMITTEE ACTION ON RECOMMENDATION CONCERNING PRIORITY ALLOCATION OF FEDERAL FUNDS IN ESSER II AND ESSER ARP.

AUGUST 19, 2021 · BOE FINANCE AND
INFRASTRUCTURE COMMITTEE ·
CHAIR BRUCE VOSS

POSITION: Support with amendments.

RATIONALE: To promote public health, teacher retention, and student success, the Democratic Party of Hawai'i Education Caucus makes the following recommendations regarding the HIDOE's allocation of federal ESSER II and ESSER ARP funds. To begin, we believe that the HIDOE is mistakenly requesting that only a portion of its available federal funds be used at this time. Appropriating \$54.1 million of ESSER II and \$122.8 million of ESSER ARP funds leaves approximately \$300 million in unspent federal funds "in the bank," so to speak. While it is true that the State Legislature failed to repair the HIDOE's biennium budget by, for example, leaving intact the \$100 million voluntary budget cut that the department undertook at the beginning of the economic downturn, it is essential that we use all existing funding to meet current needs. Hawai'i is in the midst of a public health crisis. Rather than saving funds to address future fiscal cliffs, we should use federal funds to keep our schools safe and retain quality educators in their classrooms.

To that end, we contend that federal funding should be used, in part, to restore teacher pay and provide retention incentives to the hardworking educators who are delivering instruction during this difficult time. During HSTA's last round of contract negotiations, teachers lost the 21 hours of professional development time to which they had previously been entitled. The loss of the 21

hours amounts to a 1.5 percent annual pay cut—and, it should be noted, could be construed as a violation of federal ARPA regulations that require the compensation of school staff to be maintained at pre-pandemic levels. Moreover, there is nothing in the HIDOE’s proposal to replace the \$2,200 teacher retention incentive that was included in HB 613. Teachers are being asked to return to schools at which COVID-19 is rapidly spreading. Just last week, cases reported by the HIDOE tripled. Educators are literally putting their lives on the line to help our keiki learn. Cutting teacher pay is an insult to their professionalism and will exacerbate our state’s chronic teacher shortage, which is already being felt at schools that cannot meet parental demands for distance learning. **We urge the committee to revise the HIDOE’s proposal to include funding for the 21 hours of professional development time lost in the last round of contract negotiations and to match the \$2,200 retention bonus that was passed by legislators**, which can be extended to all school staff to ensure that every state bargaining unit is covered. If the board does not want to deliver these payments as a retention incentive, then we ask that you consider offering them as a form of hazard pay, as school districts in California and Michigan have done. **Board members and the HIDOE should also engage in impact bargaining with HSTA to negotiate the terms of testing options available to teachers and school staff under the state’s vaccine mandate**, so that they are able to pay for and find the time to obtain the tests compelled by the mandate and keep their campuses COVID-free.

Furthermore, we invite the board to ensure that the use of federal funds is linked to the public health situation unfolding on campuses and throughout our islands. As of this writing, Hawai’i’s positivity rate stands at 7.5 percent, a number that spiked to 9.3 percent on August 17, 2021. Hospitalizations are at record levels, with 324 patients currently hospitalized for COVID-19. **It is imperative, then, that the HIDOE act with urgency to design and implement a health metric to guide school safety protocols**, including a possible return to full distance learning. We know that the HIDOE’s weekly reported case counts are low. They fail to capture infections that occur in unvaccinated families who refuse to partake in testing. They are stymied by inadequate contact tracing and shaky communication between the HIDOE and the Hawai’i Department of Health.

Medical experts, including Lt. Gov. Josh Green, have repeatedly stressed that our state’s actual case count is much higher than what is officially reported, with Green recently saying, “What’s happening now is we are confirming an average of about 600 cases a day. I’ll be honest with you.

I think that probably means there are about 3,000 cases a day that are occurring statewide.” Likewise, Monique Chyba, UH mathematics professor with HiPAM, noted this week, “We are estimating up to 15,000 active cases, so two to three times what is actually being reported,” which includes “silent carriers” who comprise as much as 66 percent of undetected cases on O’ahu. If we want to eradicate the coronavirus from our shores, then we should be guided by medical science and our decisions must reflect a strong commitment to transparency and public health. After all, dead teachers can’t teach and hospitalized students have a much harder time learning than their healthy peers.

We also believe that the HIDOE’s federal funding plan fails to account for basic facilities costs that are essential to maintaining healthy classrooms. HB 613 budgeted the following: “The sum of \$110,000,000 or so much thereof as may be necessary for fiscal year 2021-2022 shall be expended by the office of facilities and operations to address school-level needs for safe re-opening, including but not limited to improved indoor air quality, food services, transportation, personal protective equipment, and other needs as identified by the Center for Disease Control and Prevention; **provided that for indoor air quality measures, priority shall be given to those projects that also provide heat abatement through mechanical cooling, such as air conditioning with appropriate Centers for Disease Control filtration systems.**” Given the impact of air quality on preventing COVID-19 contamination (the American Lung Association states, “Essentially, the higher the air pollution index, the more it correlates to poor health outcomes due to COVID-19), it is important that high-grade filtration systems be prioritized as part of schools’ reopening strategies and federal funds be spent to purchase such systems.

Finally, we note that the board required the HIDOE to teach the truth about COVID-19 at its July 15, 2021 meeting. Noting could be more exigent at this moment, when anti-science hysteria is undermining our state’s ability to increase vaccination rates. Thus, **we encourage you to require schools to deliver rigorous COVID-19 curricula to all students and increase campus-based vaccination efforts**, so that students—and their families—who want to be vaccinated may do so in the interest of protecting their school communities from the virus.

Kris Coffield · Chairperson, Democratic Party of Hawai’i Education Caucus ·

(808) 679-7454 · kriscoffield@gmail.com



August 19, 2021

Finance and Infrastructure Committee

Dear Chair Voss and Members of the Committee,

We would like to comment on Discussion Item III. A., Presentation on DOE's plan for use in the second round of the Education Stabilization Fund's Elementary and Secondary School Emergency Relief (ESSER) funds, or "ESSER II," and the third round of ESSER American Rescue Plan Act of 2021 funds, or "ESSER ARP," and Action Item IV. A., Committee Action on recommendation concerning priority allocation of federal funds in ESSER II and ESSER ARP.

In this unprecedented situation, Hawai'i DOE is receiving an extraordinary amount of emergency federal funds to help mitigate the impacts of COVID-19. Specifically, the emergency funding is intended to ensure equity of access to quality education and mitigate learning loss, especially in our most vulnerable students. Because of this one-time opportunity, we would like to see the DOE utilizing the funds in the most strategic way, getting the most impact from the use of the funds to address the two critical needs. We were hoping that the DOE memos would articulate a clear plan, based on data, on how it would use the funds effectively. However, after reading the memos, it is not clear how the DOE plan will address the needs of our students and system during this difficult time.

When we read the breakdown of the \$177 million from ESSER II and ESSER ARP funds, it appears that the bulk of those funds (78%) is being allocated to "Stabilization for General Fund Shortfalls," only 8% is being allocated to both "Accelerated Learning-General Health" and "Complex Area Coordinated Accelerated Learning Supports," and 6% on "Complex Area COVID Impacts Response Funds," which are categories that appear to address students. (See Attachment A)

Additionally, we are confused as to how the DOE determined the allocation of certain budget items. For example, on its budget plans for \$470 million, Option A states that total "Complex Area Accelerated Learning Proposals" total \$115 million, which spans three years while Option B states \$45 million for the same line item, which spans two years. It is not clear on how the DOE generated these amounts and why the two line-items differ for the two options. Furthermore, it seems that specific monies were allocated for certain complexes, but we don't know why these complex plans were chosen over other complex plans.

We would like the DOE to better explain why they have chosen some of the programs they have listed and provide more specific data which supports its decisions. In addition, we have concern about the large percentage of funds being allocated to offset budget cuts. While we understand that the DOE has an opportunity to address budget shortfalls, using the one-time federal funds will not solve future budget deficits. To this point, we would like to see a more comprehensive plan for the DOE to be more efficient and effective with their resources.

Because the DOE has not provided a clear strategic plan and rationale for their allocation plan, 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 for 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 and the most students will be reached.

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

Attachment A

Proposed Uses of ESSER Funds		FY 2021-2022
Accelerated Learning-General Health		
Student Health-Nurse Positions	\$ 3,638,772	2%
Complex Area Coordinated Accelerated Learning Supports		
Complex Accelerated Learning Proposals	\$ 10,000,000	
Student Engagement: Cyber Security Equipment (Leilehua)	\$ 304,000	
Social Emotional Learning : Trauma-Informed Care Services (Castle, Kalaheo, and Kailua Complexes)	\$ 400,000	
	\$ 10,704,000	6%
Charter School Distribution	\$ 13,808,944	8%
Stabilization for General Fund Shortfalls		
Offset for \$100.2 million in cuts for FB21-23	\$ 100,200,000	
Offset for Change in Method Of Funding	\$ 20,664,424	
Offset for Preexisting shortfalls, teacher differentials, worker compe, FMS	\$ 16,500,000	
Offset for Vocational Licensures	\$ 24,000	
Offset for Challenger Space Center	\$ 325,241	
	\$ 137,713,665	78%
Administrative Costs		
Administrative Costs and Emergency Needs	\$ 1,103,325	1%
Complex Area COVID-19 Impacts Response Funds		
Complex Area Staff Well Being & Safe Return to Schols Propo	\$ 10,000,000	6%
	\$ 466,499,032	
	\$ 176,879,106	100%

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.*



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Osa Tui, Jr.
President

Logan Okita
Vice President

Lisa Morrison
Secretary-Treasurer

Wilbert Holck
Executive Director

**TESTIMONY BEFORE THE BOARD OF EDUCATION
FINANCE AND INFRASTRUCTURE COMMITTEE MEETING**

**RE: DISCUSSION ITEM III. A. PRESENTATION ON DEPARTMENT'S ALLOCATION PLAN
FOR THE USE OF FEDERAL FUNDS**

**RECOMMENDATION FOR ACTION ITEM IV. A. COMMITTEE ACTION ON
RECOMMENDATION CONCERNING PRIORITY ACTION OF FEDERAL FUNDS**

THURSDAY, AUGUST 19, 2021

OSA TUI, JR., PRESIDENT - HAWAII STATE TEACHERS ASSOCIATION

Committee Chair Voss and members of the Finance and Infrastructure Committee,

The HSTA urges you to be cognizant of the following facts as you deliberate how to allocate ESSER II and ESSER ARP funds:

- Members of Bargaining Unit 05 are the only ones to see smaller paychecks because of the failure of the employer to renew Appendix VI - Additional Professional Development Hours (21-hours).
- "Should alternate and appropriate funding become available to the Department, the parties shall endeavor to reinstate the 21-hours."
- As the Hawaii State Legislature did not allocate funding for 21-hours, it now falls upon the BOE and the DOE to consider alternate and appropriate federal funding to supplement this need.
- Originally negotiated in 2013 to support "implementation of Common Core State Standards and the new performance evaluation," the 21-hours have proved to be invaluable in completing necessary school, district, and state initiatives including time needed to complete tasks related to WASC (Western Association of Schools and Colleges) accreditation, Response to Intervention, and other professional activities.
- Establishment of the opportunity for Bargaining Unit 05 members to earn job-embedded professional development credits were hailed by then-BOE Chair Donald Horner as the right thing to do and as an established practice in other industries.

- The loss of professional development credit opportunities only holds back Bargaining Unit 05 members from reclassification to much needed higher salary classifications.
- Bargaining Unit 05 members are already the lowest paid educators in the country when factoring in the cost of living.
- Additionally, the loss of the \$2,200 educator workforce stabilization payments as originally passed unanimously by the 2021 Hawaii State Legislature hurts the profession and efforts by the department to recruit and retain educators.
- Compounding recruitment and retention difficulties while we continue to have a teacher shortage crisis is the fact that teachers are spending out of pocket for PPE and other cleaning supplies without reimbursement nor hazard pay to keep our students safe.

Please advise the department to reinstate the 21-hours of job embedded professional development as a “best practice” that is mentioned as a criterion for returning to the Board for additional funding approval in September 2021.

August 19, 2021
Finance and Infrastructure Committee



Dear Chair Voss and Members of the Committee,

We would like to comment on Agenda Item III. A, Discussions Items “Presentation on Department’s allocation plan for use of federal funds in the second round of the Education Stabilization Fund’s Elementary and Secondary School Emergency Relief (“ESSER II”) and in the third round of ESSER funds authorized under the American Rescue Plan Act of 2021 (“ESSER ARP”)”.

The Hawai'i Afterschool Alliance (HAA) represents a network of organizations with long and experienced histories of providing ancillary learning programs, and working with school principals and staff to offer evidence-based strategies that address the needs of the whole child. These organizations can assist not only with filling the supply gap capacity shortages at schools but also expanding the pool of qualified programs and educators needed to sufficiently address learning loss as directed by the American Rescue Plan.

The ESSER ARP specifically mandates a minimum of \$4.12 million of the funds to support afterschool programs, and an additional \$4.12 million for summer learning programs. While HAA appreciates the intent of the document on the use of funding for summer learning and afterschool, we would like to recommend the following regarding the [OST ESSER III Planning document](#):

- To increase the funding allocated to afterschool programs to \$42.6 million to comprehensively cover the needs across the state (see how we calculated \$42.6M below.) Additional funding can be used from the 23% of funds set aside to address learning loss.
- To increase the allocation for afterschool programs per student per year from \$1,000 to \$1,495. As mentioned in previous testimonies, the [average national cost per student per year in high quality afterschool programs](#) per student, per year is \$1,495. This higher allocation would allow afterschool programs to hire high quality staff and provide comprehensive supports and enrichment opportunities.
- To change the funding allocation model from based on total student population to based on the number of students who need afterschool programming to catch up and recover academically and social-emotionally. This would allow schools to support all the students who are in need of comprehensive afterschool programs instead of limiting their efforts to 15% of their student population.
- To use the full 1% or \$4,125,302 minimum mandated for afterschool programs only. The OST ESSER III Planning document states that out of the \$4,125,302 for afterschool programs, \$1,299,110 will be used for summer programs. We recommend that those \$1,299,110 be used for afterschool to ensure compliance with federal law.
- To allow funding to be used to expand existing afterschool programs or encourage new afterschool programs to partner and coordinate efforts with existing afterschool programs

at the school to prevent competition between programs and promote alignment of efforts to serve as many students as possible.

- Under requirements, in the OST ESSER III Planning document, add “when eligible, provide USDA meals and snacks.”

Regarding the plans for using ESSER III funds for summer learning, HAA recommends:

- That schools and complex areas utilize the OST RFP Qualified Vendors List (as mentioned in the OST ESSER III Planning document) to partner with community-based organizations for Summer Learning Hubs and other Summer programs. Encouraging the use of this vendors list will expedite procurement processes for schools and offices to access the services from community organizations, and let schools whose teachers and staff are at max capacity and still struggling with burnout from the pandemic serve more of their most vulnerable students during the summer months.

HAA has tracked the data that shows where the most vulnerable students are, and we are eager to see the funds be equitably directed to the populations and areas in most need.

HAA can contribute to the planning process with [evidence-based strategies](#) and [lists of qualified community-based organizations](#) by geographic areas and program offerings with missions to serve our most vulnerable students. HAA is prepared to assist with planning for the ARP funds in any way that we can. We welcome further conversations that will focus on fully leveraging funding to the benefit of all our students.

Thanks for the opportunity to testify.

Paula Adams
Executive Director
Hawai'i Afterschool Alliance

***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 any 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](#).

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			264	Not in Dashboard	Not in Dashboard	Not HS	-	-	#DIV/0!	-
Aieahi Elementary School	Not Eligible			474	9%	9%	Not HS	43	43	43	-
Aiea Haina Elementary School	Not Eligible			486	12%	12%	Not HS	58	58	58	-
Aliamanu Elementary School	Not Eligible			595	17%	20%	Not HS	101	119	110	-
Campbell High School	Not Eligible			3079	HS	HS	10%	-	-	#DIV/0!	307.9
Castle High School	Not Eligible			1127	HS	HS	19%	-	-	#DIV/0!	214.13
DeSilva Elementary School	Not Eligible			453	5%	2%	Not HS	23	9	16	-
DreamHouse 'Ewa Beach	Eligible (SY21-22)			192	Charter	Charter	Not HS	-	-	#DIV/0!	-
Enchanted Lake Elementary School	Not Eligible			314	17%	15%	Not HS	53	47	50	-
Ewa Beach Elementary School	Not Eligible			719	20%	19%	Not HS	144	137	140	-
Ewa Elementary School	Not Eligible			995	32%	29%	Not HS	318	289	303	-
Hahaione Elementary School	Not Eligible			544	15%	12%	Not HS	82	65	73	-
Halaau Ku Mana - PCS	Eligible (SY21-22)			113	Charter	Charter	Not HS	-	-	#DIV/0!	-
Hanalei Elementary School	Not Eligible			241	24%	26%	Not HS	58	63	60	-
Hawaii Technology Academy-PCS	Eligible (SY21-22)			1337	Charter	Charter	Charter	-	-	#DIV/0!	-
Hickam Elementary School	Not Eligible			446	12%	12%	Not HS	54	54	54	-
Hokulani Elementary School	Not Eligible			319	11%	6%	Not HS	35	19	27	-
Holomua Elementary School	Not Eligible			1078	17%	22%	Not HS	183	237	210	-
Honouliuli Middle School	Eligible (SY21-22)			184	Not in Dashboard	Not in Dashboard	Not HS	-	-	#DIV/0!	-
Hookele Elementary School	Not Eligible			810	12%	13%	Not HS	97	105	101	-
Inouye Elementary School	Not Eligible			512	19%	22%	Not HS	97	113	105	-
Iroquois Point Elementary School	Not Eligible			643	23%	24%	Not HS	148	154	151	-
Kaelepulu Elementary School	Not Eligible			208	12%	9%	Not HS	25	19	22	-
Kahala Elementary School	Not Eligible			392	9%	4%	Not HS	35	16	25	-
Kailua Intermediate School	Eligible (SY21-22)			785	42%	8%	Not HS	330	63	196	-
Kaimuki Middle School	Eligible (SY21-22)			978	26%	16%	Not HS	254	156	205	-
Kaiser High School	Not Eligible			1180	HS	HS	15%	-	-	#DIV/0!	177
Kalaheo Elementary School	Not Eligible			408	19%	20%	Not HS	78	82	80	-
Kalaheo High School	Not Eligible			827	HS	HS	16%	-	-	#DIV/0!	132.32
Kalani High School	Not Eligible			1459	HS	HS	7%	-	-	#DIV/0!	102.13
Kamalii Elementary School	Not Eligible			444	19%	17%	Not HS	84	75	80	-
Kamiloiki Elementary School	Not Eligible			387	Not in Dashboard	Not in Dashboard	Not HS	-	-	#DIV/0!	-
Kaneohe Elementary School	Not Eligible			621	55%	33%	Not HS	342	205	273	-
Kanoelani Elementary School	Not Eligible			744	16%	17%	Not HS	119	126	123	-
Kaohao Public Charter School	Not Eligible			330	Charter	Charter	Not HS	-	-	#DIV/0!	-
Kapaa High School	Not Eligible			1060	HS	HS	5%	-	-	#DIV/0!	53
Kapolei Charter School PCS	Eligible (SY21-22)			172	Charter	Charter	Charter	-	-	#DIV/0!	-
Kapolei Elementary School	Not Eligible			759	15%	6%	Not HS	114	46	80	-
Kapolei High School	Not Eligible			1994	HS	HS	7%	-	-	#DIV/0!	139.58
Kapolei Middle School	Eligible (SY21-22)			1151	40%	37%	Not HS	460	426	443	-
Kauai High School	Not Eligible			1134	HS	HS	7%	-	-	#DIV/0!	79.38
Ke Kula Niihau O Kekaha-LPCS	Eligible (SY21-22)			55	Charter	Charter	Charter	-	-	#DIV/0!	-
Keoneula Elementary School	Not Eligible			943	9%	4%	Not HS	85	38	61	-
Kihei Charter School	Eligible (SY21-22)			713	Charter	Charter	Charter	-	-	#DIV/0!	-
Koko Head Elementary School	Not Eligible			303	9%	10%	Not HS	27	30	29	-
Kula Elementary School	Not Eligible			393	19%	24%	Not HS	75	94	84	-
Lihilo Elementary School	Not Eligible			448	17%	10%	Not HS	76	45	60	-
Maemae Elementary School	Not Eligible			664	10%	11%	Not HS	66	73	70	-
Makakilo Elementary School	Not Eligible			467	23%	28%	Not HS	107	131	119	-
Manana Elementary School	Not Eligible			323	17%	14%	Not HS	55	45	50	-
Manoa Elementary School	Not Eligible			530	6%	7%	Not HS	32	37	34	-
Maui High School	Not Eligible			2100	HS	HS	14%	-	-	#DIV/0!	294
Maunawili Elementary School	Not Eligible			327	21%	15%	Not HS	69	49	59	-
Milliani High School	Not Eligible			2620	HS	HS	11%	-	-	#DIV/0!	288.2
Milliani Ike Elementary School	Not Eligible			596	10%	10%	Not HS	60	60	60	-
Milliani Mauka Elementary School	Not Eligible			729	12%	14%	Not HS	87	102	95	-
Milliani Middle School	Eligible (SY21-22)			1684	NA: Privacy	NA: Privacy	Not HS	-	-	#DIV/0!	-
Milliani Uka Elementary School	Not Eligible			720	20%	11%	Not HS	144	79	112	-
Milliani Waena Elementary School	Not Eligible			775	Blank	Blank	Not HS	-	-	#DIV/0!	-
Moanalua Elementary School	Not Eligible			620	12%	12%	Not HS	74	74	74	-
Moanalua High School	Not Eligible			2013	HS	HS	5%	-	-	#DIV/0!	100.65
Moanalua Middle School	Eligible (SY21-22)			777	26%	22%	Not HS	202	171	186	-
Mokapu Elementary School	Not Eligible			699	15%	16%	Not HS	105	112	108	-
Mokulele Elementary School	Not Eligible			199	19%	27%	Not HS	38	54	46	-
Momilani Elementary School	Not Eligible			400	8%	8%	Not HS	32	32	32	-
Myron B. Thompson Academy	Eligible (SY21-22)			527	Charter	Charter	Charter	-	-	#DIV/0!	-
Niihau High & Elementary School	Eligible (SY21-22)			15	NA: Privacy	NA: Privacy	NA: Privacy	-	-	#DIV/0!	-
Nimitz Elementary School	Not Eligible			523	17%	15%	Not HS	89	78	84	-
Niu Valley Middle School	Eligible (SY21-22)			782	24%	20%	Not HS	188	156	172	-
Noelani Elementary School	Not Eligible			423	9%	10%	Not HS	38	42	40	-
Nuuanu Elementary School	Not Eligible			348	9%	8%	Not HS	31	28	30	-
Palisades Elementary School	Not Eligible			393	18%	19%	Not HS	71	75	73	-
Pearl City High School	Not Eligible			1599	HS	HS	20%	-	-	#DIV/0!	319.8
Pearl City Highlands Elementary Sch	Not Eligible			540	15%	13%	Not HS	81	70	76	-
Pearl Harbor Kai Elementary School	Not Eligible			374	7%	5%	Not HS	26	19	22	-
Pearl Ridge Elementary School	Not Eligible			466	17%	18%	Not HS	79	84	82	-
Pomaikai Elementary School	Not Eligible			565	6%	4%	Not HS	34	23	28	-
Puu Kukui Elementary School	Not Eligible			735	15%	16%	Not HS	110	118	114	-
Radford High School	Not Eligible			1166	HS	HS	3%	-	-	#DIV/0!	34.98
Red Hill Elementary School	Not Eligible			411	15%	19%	Not HS	62	78	70	-
Roosevelt High School	Not Eligible			1464	HS	HS	15%	-	-	#DIV/0!	219.6
SEEQS - PCS	Eligible (SY21-22)			174	Charter	Charter	Not HS	-	-	#DIV/0!	-
Shafter Elementary School	Not Eligible			338	17%	17%	Not HS	57	57	57	-
Sunset Beach Elementary School	Not Eligible			395	19%	16%	Not HS	75	63	69	-
University Laboratory School	Eligible (SY21-22)			450	Charter	Charter	Charter	-	-	#DIV/0!	-
Voyager - PCS	Eligible (SY21-22)			271	Charter	Charter	Not HS	-	-	#DIV/0!	-
Waiakea Elementary School	Not Eligible			847	19%	22%	Not HS	161	186	174	-

[illegible]



Finance and Infrastructure Committee August 19

1 message

Susan Pcola-Davis <Supcola@hawaii.rr.com>
To: testimony_boe <Testimony.BOE@boe.hawaii.gov>

Wed, Aug 18, 2021 at 10:27 AM

Board of Education August 19, 2021

Finance and Infrastructure Committee

Testimony

III.A Comments

IV.A Approve with reservations

III. Discussion Items

NOTE: Testimony relevant to each agenda item will be taken before the Board considers the item.

III.A: Comments only

Presentation on Department's allocation plan for use of federal funds in the second round of the Education Stabilization Fund's Elementary and Secondary School Emergency Relief ("ESSER II") and in the third round of ESSER funds authorized under the American Rescue Plan Act of 2021 ("ESSER ARP")

Comments:

Please explain why Attachments B and C are referred to as options. Both are proposed for discussion and approval.

The proposed use of ESSER funds, as outlined in **Attachments B and C**, allows the Department to implement strategies and interventions to re-engage students in their education, address learning loss, and provide the necessary academic, social, emotional, and mental health supports to facilitate student success. These strategies and interventions include summer learning with counseling services, additional out-of-school-time programs, student health support, personalized learning programs to address individual student needs, professional development to provide staff with the skills needed to identify and support student needs, high interest programs, and programs targeting middle school students, who are faced with the additional challenges of adolescence.

The Department also acknowledges that ESSER funds may be needed to address unfunded needs caused by the cuts imposed in the second year of its FY 2021-2023 budget. **Attachment C** includes the use of ESSER funds to offset the Department's budget shortfalls in FY 2022-23, should its funding not be restored during the 2022 Legislative Session.

The Department will seek Board approval to initiate FY 2021-2022 allocations totaling \$176.9 million. (Doesn't match total) See table below

\$176.9 million. (Doesn't match total)

1.03: Student Health - Nurse positions	\$3,638,772
2.03: Complex Area Accelerated Learning Proposals (partial funding)	\$10,000,000

2.04: Student Engagement: Cyber Security Equipment – <i>Missing from the original 12</i>	\$304,400
2.05: Trauma Informed Care Services for the Castle, Kalaheo, and Kailua Complexes \$400,000	\$400,000
3: Charter Schools distribution for COVID impacts (FB 2021-2023)	\$27,617,888
4.01: Offset for \$100.2 million in cuts maintained for FB 21-23 (\$54,069,420 from ESSER II and balance of \$46,130,580 from ESSER ARP) The Honorable Bruce Voss August 19, 2021 Page 13	\$100,200,000
4.02: Offset for Change in MOFs from General to Federal and General Fund Salary Reductions creating unfunded FTEs in HB200 CD1 (FB 2021-2023 Executive Budget)	\$20,664,424
4.03: Offset (or direct expense) Pre-existing shortfalls - to maintain existing programs (FY 2022-2023 Teacher Differentials, WC, Converged Networks, and Aukahi FMS)	\$16,500,000
4.04: Off-set for Private Trade, Vocational & Technical School Licensure (Spec Fund Cut and General Funds not provided)	\$24,000
4.05: Offset for Challenger Space Center	\$325,241
6: Administrative Costs and Emergency Needs (evaluation, fiscal staffing)	\$1,031,325
7: Funds to Complex Areas to assist schools in addressing COVID impacts (FB 2021-2023): (Partial funding)	\$10,000,000
Total	\$190,706,050.00

Recommendation for Action

NOTE: Testimony relevant to each agenda item will be taken before the Board considers the item.

IV A. Approve with Reservations

Committee Action on recommendation concerning priority allocation of federal funds in ESSER II and ESSER ARP to fund: (1) increased student access to nursing services; (2) planning and implementing complex area accelerated learning plans and related COVID-19 impacts; (3) distribution to charter schools; (4) Department budget shortfalls; (5) Department administrative costs for ESSER grant management; (6) resources for Leilehua High School cyber security academy, (7) resources for Castle, Kalaheo, and Kailua complexes trauma-informed care services.

Approval with reservations:

This looks great on paper. The proof is in the execution and the results. That remains to be seen.,

Susan A. Pcola-Davis