




STATE OF HAWAII
DEPARTMENT OF EDUCATION
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OFFICE OF THE SUPERINTENDENT

June 17, 2021

TO: The Honorable Bruce Voss
Chairperson, Finance and Infrastructure Committee

FROM: Dr. Christina M. Kishimoto 
Superintendent

SUBJECT: **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**

EXECUTIVE SUMMARY

On April 21, 2021, the U.S. Department of Education released their state plan application for states to complete to describe how they will use Elementary and Secondary School Emergency Relief (ESSER III) funds authorized by the American Rescue Plan (ARP) Act of 2021 for allowable uses that include safely reopening and operating schools and supporting students, especially those most impacted by the pandemic. Of the \$412.3 million in ESSER III funds allocated to the Hawaii State Department of Education (Department), one-third of the ESSER III allocation, approximately \$137.4 million, is being withheld pending acceptance of the state plan by the U.S. Department of Education. The Department has prepared a draft state plan and is seeking Board of Education (Board) approval for submission to the U.S. Department of Education prior to the July 1, 2021 submission deadline.

1. BACKGROUND

The ARP Act of 2021 provided \$1.9 trillion in relief funding to address the continued impact of the Coronavirus Disease 2019 (COVID-19) on the nation's economy, public health, state and local governments, individuals, and businesses.

The ARP ESSER III Fund was authorized to provide states with \$122.8 billion in funding to support the nation's schools in safely reopening and sustaining safe operations while meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic. States received two-thirds of their ESSER III allocation in March 2021, with the stipulation that a state plan describing how they will meet the intent of the ESSER III funds be submitted prior to receiving the remaining one-third of the allocation. Hawaii's total ESSER III allocation is \$412.3 million.

To develop the ESSER III state plan, a state educational agency (SEA) must first consult with stakeholders, including students, families, civil rights organizations including disability rights organizations, school administrators, superintendents, and educators and their unions, and provide an opportunity for public input. The SEA must consider stakeholder and public input as the plan is drafted.

Relatedly, the legislature passed House Bill 613 HD2 SD2 CD2, which proposes utilizing Hawaii's entire allotment of the ESSER III funds for department operations and various programmatic initiatives. While this measure is currently being considered for enactment by the Governor, several questions remain about the appropriateness of the legislature's proposed actions with regard to ARP restrictions and caveats in utilizing ESSER funds.

At the May 20, 2021 Finance and Infrastructure Committee meeting, the Department provided an *Update on the Department of Education's biennium budget request for fiscal year 2021-2023: Legislative conference committee decisions and next steps*, in which it was acknowledged that the Legislature's proposed uses for ESSER III funds contained in House Bill 613 HD2 SD2 CD2 did not appear to fully conform to the American Rescue Plan State Plan requirement.

https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/FIC_05202021_Update%20on%20the%20Department%20of%20Education%e2%80%99s%20Operating%20biennium%20budget%20request%20for%20fiscal%20years%202021-2023.pdf

The Department appreciates the legislature's position as to where ESSER III funds should be prioritized and spent, but continues to seek guidance on ensuring compliance with ARP requirements. For purposes of Hawaii's ESSER III state plan, the contents of the bill will be considered as important stakeholder input and will be included in the ultimate drafting of the plan.

The allowable uses of the ESSER III funds are as follows:

Required Uses of ESSER III Funds

- Learning loss mitigation to address the academic impact of lost instructional time (23%)
- Summer learning and enrichment programs (1%)
- Comprehensive afterschool programs (1%)
- Interventions implemented must be evidence-based; address students' academic, social, and emotional needs; and target subgroups of students who have struggled during the pandemic (Students with disabilities, English learners, students from low-income families, students experiencing homelessness, students in foster care, migratory students, students of particular racial or ethnic groups)

Additional Allowable Uses of ESSER III Funds

- Strategies and protocols aligned with CDC guidance for the reopening and operation of school facilities to effectively maintain the health and safety of students and staff
- Cleaning and sanitizing (training, supplies)

- Purchasing educational technology for students
- Providing mental health services and supports
- Improving indoor air quality
- Improving school facilities to reduce the risk of virus transmission and exposure to environmental health hazards
- Other activities that are necessary to maintain operations of and continuity of services

The initial submission deadline for the state plan was June 7, 2021. On May 12, 2021, the Department requested an extension to this deadline to allow for an opportunity to obtain Board approval prior to the submission of the state plan. On June 1, 2021, the U.S. Department of Education approved moving the submission deadline to July 1, 2021.

2. PURPOSE OF REPORT

To share with the Board of Education the draft Hawaii ESSER III state plan that is required to be submitted to the U.S. Department of Education no later than July 1, 2021.

3. KEY ISSUES

- The deadline for submission of the state plan for ESSER III funds is July 1, 2021;
- In the development of the state plan, the Department was required to engage with stakeholders and take into consideration public input;
- The Department's draft plan aligns with the guidance issued by the U.S. Department of Education:
 - U.S. Department of Education Fact Sheet American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER): https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf
 - Frequently Asked Questions - Elementary and Secondary School Emergency Relief Programs Governor's Emergency Education Relief Programs May 2021: https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINAL_b0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf
- U.S. Department of Education acceptance of the state plan is required in order for the full \$412.3 million grant award to be released to the Department.

4. FINANCIAL IMPACT

Federal Education Stabilization Funds, of which the ESSER III funds are part of, provide in the near-term critically needed fiscal resources to support the safe reopening of schools, the maintenance of on-going educational programs, and the provision of evidence-based learning loss initiatives. Without this federal assistance, deep and disruptive cuts to education program funding and offerings would have been necessary due to the compromised ability of the State of Hawaii to maintain state support during the COVID-19 pandemic and associated economic slowdown.

Through the actions taken and guidance provided by Congress and the U.S. Department of Education, federal government appears unified in appreciating school systems' need for:

- Funds to be used both in place of lost revenues and in the provision of enhanced services to mitigate the negative impacts the pandemic has imposed on students' social/emotional and academic development;
- Flexibility for planned uses of ESSER III funds that can evolve over time in response to conditions and student data that will continue to change over time; and
- Predictable and reliable funding over multiple years with the ultimate lapse date for the ESSER III funds being September 2024.

With the continued roll out and uptake of vaccinations; the improving local, national, and global economic outlook; and continued return to normalcy for day-to-day activities, there appears to be growing optimism that once the stabilization funds are expended, the state will be able to restore support to at least historic levels to maintain on-going operations of public schools.

5. COMMUNITY OR PUBLIC ENGAGEMENT

As a condition precedent of utilizing these funds, the Department takes stakeholder engagement seriously and aims to refine its decisions on funding allocations throughout the tri-level system in a way that collectively reflects the priorities of the Board, Department, and school communities.

The Board's approval and input has been sought whenever a new round of federal COVID-19 relief funding became available to the Department. Assistant Superintendent and Chief Financial Officer Brian Hallett and I have led discussions explaining the Department's proposed uses for the funds, while also considering public testimony submitted to the Board and addressing any Board Member questions and concerns. The Board's approval of the proposed uses followed the discussion and public testimony.

The Board's public engagement forums provided at its meetings combined with an additional stakeholder convening specifically on the latest round of federal COVID-19 relief funding serve as opportunities for the Department to provide the public with meaningful consultation on the proposed uses of the funding. Additionally, the Department conducted an online survey that was posted on its website from May 21, 2021 through June 4, 2021. The survey solicited input from stakeholders and the general public on the needs of students, initiatives to implement to address these needs, and priorities for the use of the ARP ESSER funds. The Department received 4,338 survey responses.

Stakeholders were informed of public input opportunities on the Department's COVID-19 funding plans through emailed invitations; an informational briefing with the education committees of the state Senate and House of Representatives; a Board of Education public meeting; announcements to the Hawaii State Student Council and their student networks; and correspondence with state office, complex area, and school leadership and the three labor unions representing HIDOE employees – the Hawaii Government Employees Association, the Hawaii State Teachers Association, and the United Public Workers.

The ultimate goal of utilizing these vital funds is ensuring equity in access, safely returning students to in-person instruction on Department campuses, immediately mitigating learning loss, and maximizing student achievement.

6. RECOMMENDATION

The Honorable Bruce Voss
June 17, 2021
Page 5

The Department recommends that the Board approve the proposed ARP ESSER State Plan for submission to the U.S. Department of Education. Submission of the state plan is required to receive the remaining one-third of the ESSER III funds allocated to the Department.

CMK:bh
Attachments

c: Office of Fiscal Services
Office of Strategy, Innovation and Performance

**State Plan for the
American Rescue Plan Elementary and Secondary School Emergency Relief Fund**



U.S. Department of Education

Issued: April 21, 2021

OMB Number: 1810-0754
Expiration Date: October 31, 2021

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0754. Public reporting burden for this collection of information is estimated to average 100 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit under Section 2001 of the American Rescue Plan Act of 2021 (ARP Act). If you have any comments concerning the accuracy of the time estimate, suggestions for improving this individual collection, or if you have comments or concerns regarding the status of your individual form, application or survey, please contact Britt Jung, Office of State and Grantee Relations, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-6450, email: SGR@ed.gov directly.

Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.

This template presents an opportunity for States to share their plans for the use of ARP ESSER funds with the public. The Department must approve a State educational agency’s (“SEA’s”) plan in order to make the State’s remaining ARP ESSER allocation available for use. Please note that the Department intends to issue ARP ESSER reporting requirements separately.

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below. An SEA may use this template or another format as long as every item and element is addressed in the SEA’s response. Throughout this document, questions that refer to an SEA’s ARP ESSER funding are referencing the total allocation to be received by the SEA, including that which it allocates to its LEAs.

Each SEA must submit to the Department by **June 7, 2021**, either: (1) its ARP ESSER plan or (2) the State requirements that preclude submission of the plan by that date and a date by which it will be able to submit its complete ARP ESSER plan.

To submit the SEA’s plan, please email the plan to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov).

In order to ensure transparency, the Department will post each plan on the Department’s website when it is received and will indicate each plan’s approval status.

This template also allows States to fulfill the requirement of the Coronavirus Response and Relief Supplemental Appropriations (“CRRSA”) Act ESSER II 6-month reporting requirement in section 313(f) of the CRRSA Act.

Cover Page**Grantee and Contact Information****ARP ESSER PR Award Number (e.g., S425U2100XX):****SEA Contact:****Telephone:** (808)**Email address:** @k12.hi.us

<p>By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.</p>	
<p>Chief State School Officer or Authorized Representative (Printed Name)</p> <p>Dr. Christina M. Kishimoto</p>	
<p>Signature of Authorized SEA Representative</p>	<p>Date: June ??, 2021</p>

Contents

Public Education in Hawaii	5
A. Describing the State’s Current Status and Needs	7
B. Safely Reopening Schools and Sustaining their Safe Operations	21
C. Planning for the Use and Coordination of ARP ESSER Funds	26
D. Maximizing State-Level Funds to Support Students	31
E. Supporting LEAs in Planning for and Meeting Students’ Needs	40
F. Supporting the Educator Workforce.....	47
G. Monitoring and Measuring Progress	50
Appendix A: School Operating Status and Instructional Mode Data Template.....	54
Appendix B: Reporting Language Included in the Grant Award Notification (“GAN”).....	56
Appendix C: Assurances.....	57
Appendix D.....	59
General Education Provisions Act (GEPA).....	60

Public Education in Hawaii

Hawaii has a unique educational structure as the only state with a P-20 continuum supported by a single governing body for K-12 public education and higher education: The State of Hawaii Board of Education (BOE) and the University of Hawaii Board of Regents, respectively. The Hawaii State Department of Education (HIDOE) serves as both the State Educational Agency (SEA) and the Local Educational Agency (LEA). Ensuring articulation across the P-20 continuum is the Hawaii P-20 Partnerships for Education, a statewide collaboration between the Executive Office of Early Learning (established in 2012), HIDOE, and the University of Hawaii System with the goal of improving educational outcomes throughout the state.

Article X of the Hawaii State Constitution¹ authorizes the BOE as the policy-making body of the Hawaii K-12 public education system. The BOE consists of nine voting members appointed by the Governor with the advice and consent of the state Senate; a public high school student who is selected by the Hawaii State Student Council and serves as a non-voting member; and a military representative who is appointed by the senior military commander in Hawaii and also serves as a non-voting member. As set forth in Hawaii Revised Statutes 302A-1101², the BOE is the governing board for public education and has statutory responsibility for adopting standards and assessment models, monitoring school success, appointing the superintendent of education who serves as the chief state school officer and organizational head of HIDOE, and appointing members of the Hawaii State Public Charter School Commission who are responsible for authorizing public charter schools.

HIDOE, led by the Superintendent, consists of seven state offices – The Office of Curriculum and Instructional Design; Office of Facilities and Operations; Office of Fiscal Services; Office of Information Technology Services; Office of Strategy, Innovation and Performance; Office of Student Support Services, and Office of Talent Management. Each state office is led by an Assistant Superintendent.

HIDOE's 257 K-12 public schools and 37 public charter schools, which are located on seven of Hawaii's eight main islands, collectively make up the 12th largest school system in the nation, serving approximately 175,000 students. The HIDOE-operated schools are organized into 42 complexes, made up of a high school and its feeder middle/intermediate and elementary schools. Complexes, in turn, are grouped on a geographic basis into 15 complex areas. Each complex area is led by a Complex Area Superintendent, who report to the Deputy Superintendent.

HIDOE operates as a tri-level system – state office, complex area, and school. All levels work in cross-level teams to ensure the needs of all students are met.

¹ <https://lrb.hawaii.gov/constitution>

² https://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0302A/HRS_0302A-1101.htm

With the precipitous decline in state tax revenue collections that resulted from the pandemic and subsequent decline in tourism and other sectors of the local economy, HIDOE has experienced reductions in the level of state support. Reductions in Fiscal Year 2019-2020 and 2020-2021 were managed in large part with one-time program adjustments made possible by either lower costs during school closures (i.e. transportation services and teacher substitutes) and greater reliance on non-state funds (i.e. Impact Aid and federal coronavirus relief funds). At the conclusion of the 2021 Hawaii State Legislative Session, HIDOE was left with a projected \$263.5 million budget shortfall for state support over the two years of Fiscal Biennium 2021-2023 (Fiscal Years 2021-2022 and 2022-2023). This shortfall consists of \$200.4 million in cuts that were imposed in Fiscal Year 2020-2021 as a one-time reduction that is now being applied to Fiscal Biennium 2021-2023 without discussion on how to implement cuts of this magnitude without disrupting HIDOE operations and continuity of service. The shortfall also includes \$30.1 million of on-going costs moved from state general funds to federal funds and \$33 million of on-going shortfalls for technology and workers compensation.

A. Describing the State's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, SEAs will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

To communicate timely and effectively with the BOE and the public, HIDOE created an interactive data dashboard³ to report the data for the BOE-adopted metrics around seven priority areas for the reopening of schools:

- **Health and Safety of Students and Staff:** The availability of personal protective equipment and cleaning supplies, the ability for schools to adhere to physical distancing guidelines, and classroom ventilation.
- **Students Most Vulnerable to School Closures and Disruptions to Learning:** Student progress towards meeting grade-level standards, student attendance, and high school student progress towards meeting graduation requirements.
- **In-Person Instruction:** Student participation in distance learning.
- **Access to Connectivity and Devices:** Student access to mobile devices and connectivity.
- **Personnel:** Teacher participation in telework.
- **Food Service:** Meals served.
- **Confidence and Communication:** Student enrollment in and withdrawal from HIDOE schools.

Data presented in the dashboard are reviewed, analyzed, and summarized in collaborative efforts by all levels of the tri-level system to ensure accuracy and relevance. The data informs the decisions made regarding the return of students to school campuses.

1. **Progress and Promising Practices:** Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's [*Safer Schools and Campuses Best Practices Clearinghouse*](#) so that they can be shared with other States and LEAs.

³ <https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Return-to-Learn---Metrics.aspx>

HIDOE was forced to suspend its in-person educational system in March 2020 due to the Coronavirus Disease 2019 (COVID-19) pandemic. The sudden closure of HIDOE facilities necessitated an unexpected and immediate pivot to an online instructional platform. The transition to an online learning platform highlighted a stark digital divide amongst our schools and students. Experience, training, and the capacity for online learning was limited and highly varied. This revelation underscored HIDOE's need to implement a digital platform where both students and staff were able to effectively learn and teach virtually, while also ensuring equity in access and connectivity. HIDOE delayed the start of the 2020-2021 school year by nine days to provide teachers and support staff with professional development on virtual instruction, strategies and resources through distance learning training modules.

Ensuring Equity in Access and Connectivity

Many students lacked access to devices and consistent connectivity at home. In response, HIDOE purchased 52,244 mobile devices and 17,347 hotspots for students to effectively engage in the online learning platform. Additionally, HIDOE deployed vans that served as mobile connectivity hubs and opened limited learning hubs on school campuses to provide students in rural communities with access to online learning. To assist families with this potentially unfamiliar mode of learning, HIDOE collaborated with a private partner to establish the Ohana (family) Help Desk, a hotline for families to contact for support with technology issues. Support is provided in multiple languages to ensure access for all families. The Ohana Help Desk is the first statewide technology support system for students and their families.

HIDOE serves as a critical safety net for families who needed technology access not only for their children's learning, but also for their own access to telehealth, unemployment insurance, cross-island safe travels information, vaccine registration, COVID-19 testing information, and information on food distribution sites. Access to devices and connectivity became an essential equity-of-access tool.

To mitigate learning loss, HIDOE prioritized in-person learning for vulnerable students, including students with disabilities, students experiencing homelessness, and students struggling to access online learning at home. Beginning the 2020-2021 school year, HIDOE also prioritized the return of the youngest learners – kindergartners, first-graders, and second-graders – to school campuses, understanding that these students need in-person instruction to develop academically and socially. Students in transition grade levels – sixth graders transitioning to middle school, ninth graders transitioning to high school, and

seniors transitioning to post-high school opportunities – were also prioritized for the return to campus.

Data regarding student performance during the pandemic, student access to mobile devices and connectivity, and student participation in online learning are reported quarterly on the BOE metrics data dashboard to allow HIDOE staff and stakeholders to track the progress being made towards equity in access.

Maintaining Student Well-being

COVID-19 has significantly disrupted student learning, while simultaneously introducing new levels of stress and trauma into school communities. In response, HIDOE provided access to various resources and supports to help students and families cope and alleviate the effects of these challenges. This included the expansion of health services by creating a student-focused hotline and telehealth service in partnership with the University of Hawaii School of Nursing and adding an additional nurse in each of the fifteen (15) complex areas specifically dedicated to responding to COVID-19 effects on students and school staff. These nurses are critical in conducting school readiness assessments, creating contingency plans for medically fragile students, assisting with COVID-19 response at schools and complex areas, providing care management for students presenting with COVID-19 symptoms or a positive diagnosis, coordinating COVID-19 testing and vaccination distribution at schools, and serving as health experts for the implementation of policies and procedures to prevent and contain the spread of COVID-19 in the school community.

Mobile support was provided for students and families while access to school campuses was limited. Home visits by the school social work staff, counselors, school-based behavioral health staff, and school administrators assisted in establishing communication to determine the scope of existing family needs. Academic, technological, social, emotional, and basic needs were then addressed with appropriate school or community-based resources. The YES project, a mobile outreach initiative, has been instrumental in supporting students and families experiencing homelessness. The outreach includes identifying students in unstable housing, delivering meals and supplies to students in partnership with community outreach providers, and connecting students and families to available resources and programs. Community homeless liaisons were also able to determine who lacked internet connectivity and access to devices.

HIDOE also focused on educating all school personnel on identifying students with mental health needs, understanding the impacts of trauma, self-care, social-emotional learning, and well-being supports. Professional development initiatives

are also being developed and implemented to increase school-wide assistance and capacity in delivering evidence-based strategies to address intensive mental health concerns as schools prepare to transition students back this fall.

Taken together, these strategies and priorities have facilitated the development of a more effective system in monitoring and addressing the most fundamental student needs. This lays the foundation for a successful return to in-person instruction, with equity at the center of the transition of all students back to classrooms.

2. **Overall Priorities:** Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

HIDOE's most critical issues are (1) Addressing learning loss, particularly for students who were already behind their grade level expectations prior to the pandemic; (2) Addressing the social and emotional effects of the extended closure of school campuses; and (3) Implementing strategies to mitigate the spread of COVID-19 on campuses.

Learning Loss

Based on universal screener data from Quarter 1 of the 2020-2021 school year, 23 percent of our elementary school students were below grade level in language arts and mathematics, 40 percent of our middle school students were below grade level in language arts, and 35 percent of our middle school students were below grade level in mathematics. Additionally, 21 percent of students received a well-below standards-based grade in language arts and 16 percent of students received a well-below standards-based grade in mathematics. At the middle school level, 10 percent of middle school students received at least one failing mark in language arts and/or mathematics. As of March 2021, 14 percent of our high school students, and 26 percent of our seniors, were in jeopardy of not graduating on time.

HIDOE has been addressing the student achievement gap and the equity issues regarding student achievement prior to the pandemic. The impact of COVID-19 has exacerbated these challenges; thus, addressing them must be the focus of the use of ARP ESSER funds. The gradual, yet eventual, detrimental effects of learning loss will ultimately affect HIDOE's graduation rates and overall student achievement. Mitigating these effects immediately through innovative, high

interest engagement and personalized learning techniques is necessary to offset the dramatic disturbance to student learning suggested by the data. HODOE also has the opportunity to build upon the skills students developed in the use of new technology, collaboration, and resilience during this time.

Social-Emotional Effects

Anecdotal evidence indicates that some students have found it difficult to maintain positive mental health during the pandemic. Mental health concerns are often difficult to identify, even with systematic screening in place. Effective responses to these concerns require diligence on the part of school staff to not only recognize warning signs but to establish environments and trusting relationships where students feel comfortable asking for help. Students experiencing mental health concerns are at greater risk for absenteeism, learning loss, impaired relationships with adults and peers, discipline issues, and suicide. As of April 30, 2021, 21 percent of students are either chronically absent or at risk of being chronically absent, missing at least 8.3 percent of instructional days during the 2020-2021 school year. This is a 6 percentage point increase from previous school years and raises concerns of student disengagement. Early identification of mental health concerns and intervention are essential to preventing the establishment of these mental and social impediments and are vital to ensuring a student's optimal engagement in classroom and social settings.

Also impacting the mental health of some students are the challenges their parents and families are experiencing. During the April 2020-March 2021 period, the average unemployment rate was 13.5 percent.⁴ Hawaii lost more than 130,400 non-agriculture payroll jobs during this period as compared with the same period a year ago. The hospitality industry accounted for 42.2 percent of the total job losses, with a reduction of 55,000 jobs. Unemployment has placed additional stress on students and their families.

A survey commissioned by the Hawaii State Department of Health, which was conducted from December 30, 2020 to January 11, 2021, showed that 42 percent of the 445 survey respondents began experiencing a mental health condition during the pandemic.⁵ Those who lived with a child under the age of 18 in their home were more likely to have experienced mental health issues than those who did not live with a minor. The state crisis line, Hawaii CARES, received 138,856 calls during 2020 compared to 92,258 received in 2019, indicating an increased

⁴ <http://dbedt.hawaii.gov/economic/qser/outlook-economy/>

⁵ https://hawaiiicovid19.com/wp-content/uploads/2021/02/COVID19-Tracking-Study_DEC20.pdf

need for mental health support.⁶ HIDOE staff must be cognizant of the potential impact that the mental health of family members has on students.

Mitigating the Spread of COVID-19

HIDOE is prioritizing the development of guidance for accelerated learning and social emotional learning to moderate the impacts of the COVID-19 pandemic. Prioritizing the return of all students to our school campuses on the first day of the upcoming 2021-2022 school year is critical in improving student mental health. While there has been only one cluster where transmission occurred on a school campus, the on-going risk of transmission which exists in the communities has significantly impacted campuses. Between June 26, 2020 and May 7, 2021, 881 COVID-19 cases were reported among students, staff, visitors, and contracted service providers. HIDOE has implemented systems to mitigate and prevent the spread of COVID-19 on campuses for the safe return of students and staff to classrooms.

3. Identifying Needs of Underserved Students: Describe your State’s 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
 - i. Students from low-income families,
 - ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
 - iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
 - iv. English learners,
 - v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”)),
 - vi. Students experiencing homelessness,
 - vii. Children and youth in foster care,
 - viii. Migratory students, and
 - ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students).

⁶ <https://health.hawaii.gov/bhhsurg/all-dashboards/>

To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time,⁷ chronic absenteeism, student engagement, and social-emotional well-being.

Complete the table below, adding rows as necessary, or provide a narrative description.

Table A1.

Student group	Highest priority needs
Students from low-income families	<ul style="list-style-type: none"> • Re-engaging students back to in-person learning to determine the extent of learning loss; identify social, emotional, and mental health concerns; and address absenteeism. • Accelerating learning to address learning loss due to lost instructional time and the extended time spent in online learning. • Providing social and emotional supports to address mental health concerns due to extended distance learning and the need to limit in-person interactions.
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	
Asian (excluding Filipino)	<ul style="list-style-type: none"> • Re-engaging students back to in-person learning to determine the extent of learning loss and identify social, emotional, and mental health concerns. • Accelerating learning to address learning loss due to lost instructional time and the extended time spent in online learning. • Providing social and emotional supports to address mental health concerns due to extended distance learning and associated limitations on in-person interactions.
Black	<ul style="list-style-type: none"> • Re-engaging students back to in-person learning to determine the extent of learning loss and identify social, emotional, and mental health concerns. • Accelerating learning to address learning loss due to lost instructional time and the extended time spent in online learning.

⁷ For the purposes of the plan, “academic impact of lost instructional time” refers to “learning loss” experienced by students as a result of the COVID-19 pandemic, as referenced in the ARP Act and the CRRSA Act.

Student group	Highest priority needs
	<ul style="list-style-type: none"> • Providing social and emotional supports to address mental health concerns due to extended distance learning and associated limitations on in-person interactions.
Filipino	<ul style="list-style-type: none"> • Re-engaging students back to in-person learning to determine the extent of learning loss; identify social, emotional, and mental health concerns; and address absenteeism. • Accelerating learning to address learning loss due to lost instructional time and the extended time spent in online learning. • Providing social and emotional supports to address mental health concerns due to extended distance learning and associated limitations on in-person interactions.
Hispanic	<ul style="list-style-type: none"> • Re-engaging students back to in-person learning to determine the extent of learning loss and identify social, emotional, and mental health concerns. • Accelerating learning to address learning loss due to lost instructional time and the extended time spent in online learning. • Providing social and emotional supports to address mental health concerns due to extended distance learning and associated limitations on in-person interactions.
Native Hawaiian	<ul style="list-style-type: none"> • Re-engaging students back to in-person learning to determine the extent of learning loss; identify social, emotional, and mental health concerns; and address absenteeism. • Accelerating learning to address learning loss due to lost instructional time and the extended time spent in online learning. • Providing social and emotional supports to address mental health concerns due to extended distance learning and associated limitations on in-person interactions.
Pacific Islander	<ul style="list-style-type: none"> • Re-engaging students back to in-person learning to determine the extent of learning loss; identify social, emotional, and mental health concerns; and address absenteeism. • Accelerating learning to address learning loss due to lost instructional time and the extended time spent in online learning. • Providing social and emotional supports to address mental health concerns due to

Student group	Highest priority needs
	extended distance learning and associated limitations on in-person interactions.
White	<ul style="list-style-type: none"> • Re-engaging students back to in-person learning to determine the extent of learning loss and identify social, emotional, and mental health concerns. • Accelerating learning to address learning loss due to lost instructional time and the extended time spent in online learning. • Providing social and emotional supports to address mental health concerns due to extended distance learning and associated limitations on in-person interactions.
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	
Female	<ul style="list-style-type: none"> • Re-engaging students back to in-person learning to determine the extent of learning loss and identify social, emotional, and mental health concerns. • Accelerating learning to address learning loss due to lost instructional time and the extended time spent in online learning. • Providing social and emotional supports to address mental health concerns due to extended distance learning and the need to limit in-person interactions.
Male	<ul style="list-style-type: none"> • Re-engaging students back to in-person learning to determine the extent of learning loss; identify social, emotional, and mental health concerns; and address absenteeism. • Accelerating learning to address learning loss due to lost instructional time and the extended time spent in online learning. • Providing social and emotional supports to address mental health concerns due to extended distance learning and the need to limit in-person interactions.
English learners	<ul style="list-style-type: none"> • Increasing the amount of English language development learning time during the school day and academic year to provide English learners with opportunities for language and academic enrichment given that English learners are experiencing

Student group	Highest priority needs
	<p>higher levels of learning loss in distance learning than their peers.</p> <ul style="list-style-type: none"> • Re-engaging English learners and addressing learning loss by ensuring course content is accessible to students developing their English language skills.
Children with disabilities	<ul style="list-style-type: none"> • Determining the extent of learning loss by monitoring student progress towards the goals identified in the Individualized Educational Plan or the Section 504 plan. • Providing social and emotional supports to address mental health concerns due to extended distance learning and the need to limit in-person interactions.
Students experiencing homelessness	<ul style="list-style-type: none"> • Re-engaging students back to in-person learning to determine the extent of learning loss; identify social, emotional, and mental health concerns; and address absenteeism. • Monitoring students in unstable housing as the moratorium on evictions is lifted, which may lead to more students experiencing homelessness. • Identifying the barriers that may prevent students experiencing homelessness from accessing the supports and resources provided to mitigate learning loss and mental health challenges, such as transportation for afterschool services and food insecurity.
Children and youth in foster care	<ul style="list-style-type: none"> • Improving the educational stability for students entering foster care and for students transitioning from one placement to another while in foster care. • Re-engaging students back to in-person learning to determine extent of learning loss; identify social, emotional, and mental health concerns; and improve graduation rates.
Migratory students	<ul style="list-style-type: none"> • Re-engaging students back to in-person learning to determine the extent of learning loss; identify social, emotional, and mental health concerns; and address absenteeism. • Providing social and emotional supports to address mental health concerns due to extended distance learning and the need to limit in-person interactions.

4. Understanding the Impact of the COVID-19 Pandemic: Describe how the SEA will support its LEAs in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the SEA will suggest its LEAs use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

HIDOE is a unitary SEA-LEA; thus, the extent of the impact of the COVID-19 pandemic is identified at the SEA-LEA level. Data sources include the state longitudinal data system, which includes assessment data, attendance, and course grades; the Hawaii State Board of Education metrics dashboard, which includes in-person learning data; and the HIDOE strategic plan dynamic report dashboard, which includes state accountability data.

Statewide professional development in identifying and addressing the impact of the COVID-19 pandemic on student learning and student well-being and implementation support will be provided to assist in:

- Establishing foundational beliefs regarding student well-being;
- Fortifying a culturally responsive positive behavioral support system;
- Building a culture of resilience;
- Ensuring early identification and provision of supports;
- Collaborating with students, families, and the community;
- Promoting academic mindsets to meet content standards and the use of response-to-intervention strategies; and
- Building social and emotional skills of students, staff, and community.

To assess the impact of the COVID-19 pandemic on students with disabilities, HIDOE has developed guidelines to assist Individualized Education Program (IEP) and Section 504 teams in identifying any skill loss, lack of adequate progress, learning loss, or the emergence of new needs that students may have experienced. Guidance on addressing student needs, including utilizing the multi-tiered system of supports and COVID-19 Impact Services, is also provided.

COVID-19 Impact Services are services provided to students to supplement current IEP services and delivered beyond the school day. These services were designed to quickly improve skill loss and address inadequate progress to help students return to the level they would have been had school facilities not been closed. These temporary and high-impact specially designed instruction or related services can be delivered in a variety of formats, including in-person learning, homogenous small group, before or after-school intervention sessions, tutoring, online (synchronous) learning, and skill-based instruction. The student's acquisition rate, or how long it takes for the student to relearn the skills lost, and

learning style are considered when determining the frequency and duration of COVID-19 Impact Services.

5. School Operating Status: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:
 - i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:
 - a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
 - b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction; and
 - c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i-viii for each mode of instruction.

HIDOE collects data on the mode of instruction quarterly beginning Quarter 1 of the 2020-2021 school year. This data is currently reported on the HIDOE website. Beginning August 3, 2021, all schools are expected to return to full in-person learning for the 2021-2022 school year.

Since the Quarter 1 of the 2020-2021 school year, HIDOE has been collecting and reporting data on the number of students participating in a hybrid model or full online learning quarterly. Although this data is currently not reported by student subgroups, the data can be disaggregated by subgroups.

Attendance data is disaggregated by the high-needs subgroups (students with disabilities, English learners, and students who are economically disadvantaged). This data are currently reported as part of the BOE high-risk attendance metric⁸ to inform the reopening of school and in the annual Every Student Succeeds Act (ESSA) reporting⁹.

⁸ <https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Return-to-Learn---Metrics.aspx>

⁹ <https://arch-prod-reports-repository.s3-us-west-1.amazonaws.com/essa/2020/999ESSARpt.pdf> (page 11)

- ii. The data described in A.5.i.a. and b. using the template in Appendix A (and to the extent available, the data described in A.5.i.c.) for the most recent time period available. Please note that this data can be submitted separately within 14 calendar days after a State submits this plan. The SEA must also make this data publicly available on its website as soon as possible but no later than June 21, 2021, and regularly provide updated available information on its website. The Department will periodically review data listed in A.5.i on SEA websites.

The following table provides the data on student enrollment in each mode of instruction by high-risk attendance (students who are chronically absent or at risk of being chronically absent for the 2020-2021 school year). Majority of students participated in in-person learning at least part of the time by the end of Quarter 3 of the 2020-2021 school year.

Student group	TOTAL	High-Risk Attendance			Non-High Risk Attendance		
		In-Person	Hybrid	Full Distance	In-Person	Hybrid	Full Distance
Students from low-income families	86,718	4,535	15,866	5,544	7,744	34,917	18,112
<i>Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)</i>							
Asian (excluding Filipino)	25,256	282	1,067	446	3,824	13,467	6,170
Black	4,160	104	467	146	347	2,207	889
Filipino	38,391	595	3,199	1,144	2,651	20,561	10,241
Hispanic	3,691	113	581	206	236	1,827	728
Native Hawaiian	36,346	1,661	6,947	2,695	2,864	14,042	8,137
Pacific Islander	17,682	1,776	4,760	1,320	1,543	5,353	2,930
White	31,250	787	3,163	1,045	3,448	17,363	5,434
<i>Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)</i>							
Female	76,345	2,186	9,222	3,446	6,667	36,939	17,885
Male	82,835	3,218	11,250	3,682	8,488	39,089	17,108
English learners	16,467	1,429	3,074	825	2,390	5,934	2,815
Children with disabilities	16,566	1,707	2,617	789	3,430	5,577	2,446
Students experiencing homelessness	2,857	378	812	278	276	698	415
Children and youth in foster care							
Migratory students	2,146	72	532	184	35	814	509

Source: Quarter 3 HIDOE Return to Learn (as of March 31, 2021)

<https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/school-year-2020-21.aspx>

- iii. To the extent available, a description of the planned operational status and mode of instruction for the State and its LEAs for Summer 2021 and for the 2021-2022 school year.

HIDOE, with BOE approval, is offering its largest summer school program across the state free of charge for students. Summer school programming which includes academic, social, emotional, and engagement programming including music, art, and STEM offerings. Five programming designs have been defined by HIDOE: Official summer school, school learning hubs, specialized student support, accelerated learning, and college, career and community learning.¹⁰ All schools are either offering at least one summer program or, if they are unable to hold a program on campus, have a summer program being offered at a neighbor school.

For Summer 2021, HIDOE will prioritize full in-person learning; however, some schools will be offering online learning through either a hybrid model or a full online summer program. Complex Area Superintendents and school principals will determine the mode of instruction that best meets the needs of their students and the current conditions of their school communities.

HIDOE plans to return students to full in-person learning for the 2021-2022 school year.

¹⁰<https://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SummerSchool/Pages/Summer-Learning.aspx>

B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, SEAs will describe how they will support their LEAs in this vital area.

1. Support for LEAs: Describe how the SEA will support its LEAs in safely returning to in-person instruction and sustaining the safe operation of schools. This description must include:
 - i. How the SEA will support its LEAs implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (“CDC”) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

Complete the table below, adding rows as necessary, or provide a narrative description.

As a unitary SEA-LEA, prevention and mitigation policies and procedures are implemented statewide. HIDOE continues to collaborate with the Hawaii State Department of Health and the Centers for Disease Control and Prevention (CDC) on guidance for our schools, complex areas, and state offices. Since the onset of the pandemic, HIDOE has participated in regular collaboration meetings with the state Department of Health and leadership from local private schools for on-going review and consideration of CDC guidance. As HIDOE prepares for the return of more students to in-person learning, we will continue to diligently monitor developments related to the COVID-19 pandemic.

HIDOE will enforce the three essential strategies recommended by the state Department of Health to maintain a safe and healthy environment: (1) Students, families, and staff will be directed to remain at home if they are not feeling well; (2) universal mask-wearing will continue to be mandated in alignment with state Department of Health guidance; and (3) proper and frequent hand-washing and sanitizing will be encouraged. Other mitigation strategies such as cohorting and physical distancing are considered secondary measures and are to be applied to the greatest extent possible consistent with current guidance.

Physical distancing of at least six feet will be implemented to the extent possible. In classrooms, physical distancing of at least three feet with universal masking will be applied as recommended by the CDC.

Additional health and safety considerations are implemented for direct service providers working with students with disabilities or symptoms of illness. Resources and training provided include guidance on additional precautions needed when working with students who are not able to follow stated health and safety guidelines (e.g., wearing additional PPE, disinfecting procedures) as well as strategies on teaching students with disabilities how to follow health and safety rules (e.g., developing targeted programs, working with and training parents to generalize appropriate health and safety behaviors in the home).

Facilities are to be regularly cleaned, sanitized, and disinfected. Frequently touched surfaces are to be cleaned as often as possible and at minimum, daily. Masks and disposable gloves should be worn during the preparation, cleaning, and disinfection of school facilities. The use of indoor school facilities will be limited to school operations and after-school services for students enrolled in the school.

To improve ventilation and air quality in our facilities, HIDOE promotes outdoor air ventilation, ventilation systems that are operating properly, and the use of air purifiers. HIDOE is currently planning to monitor and track the air quality of classrooms by measuring the amount of air circulation and ventilation and will take the necessary steps to improve air circulation if needed.

HIDOE has worked with the state Department of Health and local healthcare providers to host vaccination clinics for staff, students, and school communities across the state. HIDOE has hosted 45 vaccination clinics since students became eligible for the vaccine. With the authorization to administer the Pfizer COVID-19 vaccine to children who are at least 12 years of age, HIDOE has a total of approximately 87,000 students who are eligible for vaccination. The goal is to increase the number of fully vaccinated people on school campuses and in school communities. In addition to hosting

vaccination clinics, HIDOE will participate in a pilot to screen for COVID-19.

Should there be any positive COVID-19 cases within the department, HIDOE will work with the state Department of Health to initiate contact tracing and obtain guidance on who needs to be isolated and quarantined.

HIDOE provides guidance through the Health and Safety Handbook¹¹, which is posted on the HIDOE website. As CDC and the state Department of Health guidance is updated, HIDOE will adjust policies and practices to align with the updated guidance.

- ii. Any Statewide plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the SEA will use to track, monitor, or enforce their implementation;

HIDOE plans to return to full in-person learning and full-service school operations when the 2021-2022 school year commences on August 3, 2021. Schools have gradually returned to full in-person learning during the 2020-2021 school year.

- iii. To what extent the SEA and its LEAs consult with Federal, State, and local health officials. This description should include, if available, whether the SEA and its LEAs have received support for screening testing from their State or local health department based on funding awarded by the CDC; and

HIDOE consults with both the state Department of Health and the CDC to plan for the return of students to school campuses. Representatives from the CDC and the state Department of Health have conducted school visits to assess the policies and procedures implemented.

Additionally, HODOE has collaborated with the state Department of Health to host vaccination clinics on school campuses for staff, eligible students, and interested members of the community.

¹¹ <https://www.hawaiipublicschools.org/DOE%20Forms/2020-07%20Health%20and%20Safety%20Handbook%20%28SY%202020-21%29%20Version%201.pdf>

In June 2021, selected schools will begin participating in a pilot of the Increasing Community Access to Testing (ICATT) program to screen for COVID-19.

HIDOE has an ongoing partnership with the Hawaii Emergency Management Agency, which has been instrumental in securing PPE and providing emergency management training and support.

- iv. Any guidance, professional learning, and technical assistance opportunities the SEA will make available to its LEAs.

Guidance and technical assistance on health and safety protocols, online learning, and returning students to school campuses for in-person learning are available to all state offices, complex areas, and schools.

Opportunities for professional development on social emotional learning, trauma-informed care, and curriculum and instructional strategies will be offered statewide.

2. Safe Return to In-Person Instruction and Continuity of Services Plans: Describe how the SEA will ensure that its LEAs that receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act, including:
 - i. How the SEA will ensure that each LEA plan includes, or will be modified to include, the extent to which it has adopted policies and a description of any such policies on each of the strategies listed in table B1;
 - ii. How the SEA will ensure that each LEA plan describes how it will ensure continuity of services including but not limited to services to address the students' academic needs, and students' and staff social, emotional, mental health, and other needs, which may include student health and food services;
 - iii. How the SEA will ensure that the LEA periodically reviews, no less frequently than every six months for the duration of the ARP ESSER

- grant period (i.e., through September 30, 2023),¹² and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and
- iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

As a unitary SEA-LEA, HIDOE will continue to make plans for the safe return to in-person instruction and continuity of services publicly available. HIDOE currently makes such information available on its public website at hawaiipublicschools.org.

As programs are defined and allocations are made for specific purposes, program managers are assigned from within the appropriate state office. These program managers support the documentation of program guidelines and the distribution of resources to schools and offices to carry out the work of the program. Program managers also monitor program activities and facilitate allocation adjustments and other program adjustments as warranted.

The Office of Fiscal Services supports the program manager with reports that can be generated to track budget to actual expenditures by program, location, and detail of expenditure (i.e., classroom supplies). The Office of Strategy, Innovation and Performance will collect and share out data to help inform decision-making through periodic convenings of the Complex Area Superintendents by the Deputy Superintendent. The sharing of systemwide expectations will occur, along with level setting and support for the establishment, and adjustments will be made as needed.

HIDOE will review plans quarterly to ensure the efficacy in addressing student needs and will make revisions as appropriate.

HIDOE will adjust plans as the CDC and state Department of Health update guidance to align with updated health and safety guidelines.

¹² ARP ESSER funds are subject to the Tydings amendment in section 421(b) of the General Education Provisions Act, 20 U.S.C. 1225(b), and are therefore available to SEAs and LEAs for obligation through September 30, 2024. Review and revisions of these plans, if necessary, are not required during the Tydings period.

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

1. SEA Consultation: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. Tribes (if applicable);
 - iv. civil rights organizations (including disability rights organizations);
 - v. school and district administrators (including special education administrators);
 - vi. superintendents;
 - vii. charter school leaders (if applicable);
 - viii. teachers, principals, school leaders, other educators, school staff, and their unions; and
 - ix. 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, and other underserved students.

The description must include how the SEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the SEA took such input into account.

The BOE sets educational policy for the state's public education system, consistent with state and federal law, through monthly public meetings where the public's input is heard and considered in the formulation and adoption of policies. This includes the adoption of the HIDOE's state plan for the use of ARP ESSER funds. Interested stakeholders participate in this public forum to provide meaningful insight and perspectives on BOE proposals by submitting either oral or written testimony, which becomes part of the publicly posted BOE record. These interested stakeholders include, but are not limited to, students, teachers, school leadership, schools staff, union representatives, legislators, and community organizations involved with the development or advocacy of educational policy.

In adherence with state and local policies implemented to mitigate the spread of COVID-19, HIDOE sought stakeholder input virtually. Virtual meetings were held internally with state office, complex area, and school leaders to discuss

potential uses of the federal coronavirus relief funds, the needs that must be addressed to ensure the safe return of students to school campuses, and the initiatives to consider to address learning loss.

HIDOE conducted an online survey, which was posted on the public website from May 21, 2021 through June 4, 2021, to solicit input from stakeholders and the general public on the needs of students, initiatives to implement to address these needs, and priorities for the use of the ARP ESSER funds. Stakeholders were informed of the opportunity through emailed invitations; an informational briefing with the education committees of the state Senate and House of Representatives; a Board of Education public meeting; announcements to the Hawaii State Student Council and their student networks; and correspondence with state office, complex area, and school leadership and the three labor unions representing HIDOE employees – the Hawaii Government Employees Association, the Hawaii State Teachers Association, and the United Public Workers.

HIDOE also convened stakeholders through a virtual meeting to gather vital community input that will help refine this plan's impact in areas that facilitate improving student achievement. Included in this discussion were students, parents, and representatives from local education advocacy groups, civil rights groups, educational service providers, community foundations, the teachers' union, and HIDOE leadership. Participants in virtual convening were directed to the online survey to provide them with an additional opportunity to provide input.

During the 2021 legislative session, state legislators provided their priorities for the use of the CRRSA ESSER and ARP ESSER funds through a bill they passed. Their priorities for the use of ARP ESSER funds include learning loss mitigation; school-level needs for safe reopening, including improved air quality, the continuity of food services and student transportation, and personal protective equipment; programs for social emotional learning and trauma-informed care; innovative initiatives to re-engage students, such as Science, Technology, Engineering, and Mathematics (STEM) and Career and Technical Education (CTE) programs; and virtual learning support.

The input received will inform how HIDOE will prioritize the use of ARP ESSER funds as it plans for the return of students to its school campuses and the implementation of educational opportunities to re-engage students and accelerate learning to increase student achievement. HIDOE will continue to consult with stakeholders to ensure appropriate measures are being taken to promote a safe and healthy learning environment for students and staff and to assess learning loss

mitigation strategies.

2. Coordinating Funds: Describe to what extent the SEA has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include:
 - i. How the SEA and its LEAs 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

Complete the table below or provide a narrative description.

HIDOE has been making publicly available the on-going and planned uses of federal coronavirus relief funds on its public website.¹³

The CARES ESSER I funds were allocated to enable schools to support distance learning; implement summer programs during Summer 2020; train staff for COVID-19-related procedures; and procure personal protective equipment and other health and safety items for schools, complex areas, and state offices. HIDOE has intentionally over-allocated the ESSER I funds received in anticipation of leveraging available CARES Coronavirus Relief (CR) funds allocated to HIDOE by the Governor.

As of May 31, 2021, HIDOE expended \$24.7 million and encumbered \$6.2 million of the \$43.3 million ESSER I award. Spending against these funds continues for critical needs such as health and safety supplies and equipment, acquisition of digital devices, and professional development for distance learning. HIDOE plans to acquire a learning management system to enhance its online programming and expand the online educational opportunities

¹³ <https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/CARES-spending-reports.aspx>

available to schools and students. The anticipated cost of the learning management system is approximately \$5 million.

To date, the BOE has approved the use of \$129.5 million of the \$183.6 million CRRSA ESSER II grant award to maintain support for teacher recruitment and retention for hard-to-staff areas and high-needs programs; maintain operations for school food services by addressing an anticipated \$27 million funding shortfall due to the temporary loss of revenue from U.S. Department of Agriculture reimbursements and student meal charges for due to the lower number of meals served during the pandemic; Summer 2021 programs that target students in transition and those experiencing engagement challenges due to the pandemic; and distance learning support with computer device purchases and internet service.

As of May 31, 2021, \$65.7 million of the \$183.6 million CRRSA ESSER II grant award has been expended. HIDOE may use ESSER II funds to support programs for students in Summer 2022, although the amount will vary depending upon funding shortfalls that may arise and the extent to which ESSER III funds are used for Summer 2022 programs.

HIDOE has not yet received GEER funds. GEER I funds will be awarded by the Governor's office as innovation grants to public and private schools, HIDOE complex areas, and external educational entities. Plans for GEER II funds have not yet been released.

- ii. To what extent ESSER I and ESSER II funds have been awarded to LEAs and, if funds have not yet been made available to LEAs, when they will be. In addition, please provide any available information on the total dollar amounts of ESSER I and ESSER II funds that have been obligated but not expended by the SEA and its LEAs, including whether the SEA is able to track LEA obligations.

As a unitary SEA-LEA, HIDOE has made all ESSER I and ESSER II funds received available for the LEA allowable uses.

As of May 31, 2021, HIDOE expended \$24.7 million and encumbered \$6.2 million of the \$43.3 million ESSER I award. Of the \$183.6 million ESSER II award, \$59.5 million has been expended.

HIDOE has been making publicly available the use of federal coronavirus relief funds on its website.¹⁴

- iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 (“ESEA”), IDEA, Workforce Innovation and Opportunity Act (“WIOA”), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.¹⁵

HIDOE plans to maximize the use of all federal funds awarded to address the academic, social, emotional, and mental health needs of all students while fulfilling the requirements of all grant programs as the SEA and LEA. ESEA grant funds, IDEA funds, and funds for students experiencing homelessness will be used to provide additional supports to students disproportionately impacted by the COVID-19 pandemic, such as out-of-school time programs, tutoring, and wraparound services to address students’ social, emotional, behavioral, and mental health needs. WIOA funds will continue to be used to provide non-traditional students with career readiness programs.

¹⁴ <https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/CARES-spending-reports.aspx>

¹⁵ Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.

D. Maximizing State-Level Funds to Support Students

The Department recognizes that States have an extraordinary opportunity to address the disproportionate impact of the COVID-19 pandemic on underserved students through the ARP Act's required State set-asides to address the academic impact of lost instructional time, provide summer learning and enrichment programs, and provide comprehensive afterschool programs. In this section, SEAs will describe their evidence-based strategies for these resources.

1. Academic Impact of Lost Instructional Time: Describe how the SEA will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State's total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those interventions on an ongoing basis to understand if they are working;

As an SEA-LEA, HIDOE plans to use no less than 23 percent of the state's total allocation of ARP ESSER funds to address the academic impact of loss instructional time and ensure that interventions implemented respond to students' academic, social, emotional, and mental health needs. HIDOE will implement a number of evidence-based interventions to address learning loss, including strategies to accelerate learning such as high-dosage tutoring and extended learning time, academic coaching, and opportunities for credit recovery and remediation. ARP ESSER funds reserved for learning loss will be used to supplement summer learning programs that will primarily be funded by the summer learning and enrichment program reserve.

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.

An accelerated personalized learning program will target students who are behind grade level in mathematics or language arts skills. This academic and engagement intervention program includes individualized tutoring support, academic coaching, and a personalized approach to engagement and additional support services. Middle school students will be targeted to ensure high school and college and career readiness and facilitate persistence through graduation.

School Individualized Education Program (IEP)/Section 504 teams meet to address skill and learning loss for students with disabilities. Teams determine necessary IEP/504 revisions and develop plans to address learning loss which may include the development of a COVID 19 Impact Plan with compensatory services. Services in the COVID 19 Impact Plan are in addition to the IEP and can extend beyond the school day. These services include tutoring, small group instruction, behavior supports, and other personalized supports as identified by the IEP team.

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.

HIDOE will also be implementing strategies to reengage students into in-person learning. High-interest programs, such as Hawaiian Education, performing arts, fine arts, CTE, STEM, and computer science, will provide students with educational activities that will engage and encourage them to actively participate in their academic program. Academic coaches will provide more intensive individualized supports to students who need to be re-engaged. The role of the academic coaches is to provide students with the resources and skills they need to succeed in school.

Middle school students were especially challenged with transitioning between schools, adjusting to a new mode of learning, and experiencing the cognitive and physical changes of adolescence. Thus, reengagement must include high-interest educational opportunities and comprehensive support services to facilitate student success. HIDOE will improve middle school designs by implementing evidence-based practices such as discovery learning, project-based learning, and multi-sensory instruction to foster appropriate academic, social, emotional, and behavioral skills.

Universal screeners and progress monitoring will be used by schools to assess student needs. To address students' academic, social, emotional, and mental health needs, HIDOE has implemented the Hawaii Multi-Tiered System of Support, a comprehensive response-to-intervention continuum of integrated supports for all students enrolled in grades 1 through 8.

HIDOE will monitor student data to evaluate the effectiveness of the strategies implemented to mitigate learning loss. 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.

- ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use to determine the impact of lost instructional time; and

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.

HIDOE provides additional support for students with disabilities, English learners, economically disadvantaged students, students experiencing homelessness, and students struggling in the traditional classroom setting through other federal and state programs and will supplement these supports with ARP ESSER-funded interventions.

These interventions include a comprehensive summer program targeting these subgroups of students and mobile and community outreach to provide academic supports and wraparound services within the communities of need. Mobile learning hubs are deployed to rural locations to facilitate equitable access to learning opportunities, providing students with a technology-rich learning environment.

Complex area leadership will receive funds to provide specific supports for their student groups as each complex area has their own unique needs. Funds will be prioritized to provide evidence-based interventions for underperforming students of identified subgroups based on complex area data to address academic, social, emotional and mental health needs.

HIDOE will continue to provide students with devices to ensure equitable access to all learning opportunities and to ensure students have the resources necessary to be successful in school. This will require HIDOE to invest resources in systems to ensure student safety, monitor device utilization, and maintain software and hardware.

- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

In addition to the aforementioned strategies to reengage students in in-person learning, HIDOE will provide outreach to students who were chronically absent during the 2020-2021 school year and their families. These students are at greater risk of learning loss due to their lack of participation in online learning and may need intensive student supports to accelerate learning. HIDOE will provide essential counseling services to help students with social, emotional, and behavioral support as they readjust to in-person learning on school campuses. Engaging family members of students who were chronically absent will allow for a joint effort in identifying the supports both the students and their families need to facilitate student success. Comprehensive supports are especially vital for students in

middle school who may not only be struggling with engagement, but are also transitioning from one school to another and adjusting to the cognitive and physical changes of adolescence.

2. Evidence-Based Summer Learning and Enrichment Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students’ academic, social, emotional, and mental health needs. The description must include:
 - i. A description of the evidence-based programs that address the academic, social, emotional, and mental health needs of students (e.g., providing intensive or high-dosage tutoring, accelerating learning) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

HIDOE will utilize no less than one (1) percent of the state’s total allocation of ARP ESSER funds for summer learning and enrichment programs for Summer 2022. Summer 2021 will be primarily funded with CRRSA ESSER funds as approved by the BOE.

HIDOE schools will offer an extensive summer learning program to provide for credit recovery, credit advancement, remediation, intervention, enrichment, and transition from one grade level to the next. Schools may offer summer learning hubs designed at the school and complex area to address the specific needs and interests of their student population. Secondary schools may offer traditional summer school programs focused on credit recovery or credit advancement. Additional summer programs include a kindergarten transition program to prepare children with little or no preschool experience for kindergarten; programs to prepare graduating seniors and rising seniors for college or the workforce; and counseling support.

HIDOE will monitor student data to evaluate the effectiveness of the summer learning and enrichment programs implemented. Student data will include, but not be limited to, diagnostic data, student attendance data, quantitative and qualitative student performance data, and student feedback.

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3. i.--viii. When possible, please indicate which data sources the SEA will use to identify students most in need of summer learning and enrichment programs; and

Student groups who were disproportionately impacted by COVID-19 will be prioritized for summer learning and enrichment programs 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. HIDOE will prioritize summer programs for students who are academically behind, students in transition grades (incoming kindergarten, elementary to middle, middle to high, and high school to college or career), and students who are identified with engagement challenges due to the pandemic.

Specialized student support programs will be offered to students as appropriate. These summer programs target students with disabilities, English learners, students experiencing homelessness, and students struggling in the traditional classroom setting.

- iii. The extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

HIDOE will provide outreach to students who were chronically absent during the 2020-2021 school year and their families. These students are at greater risk of learning loss due to their lack of participation in online learning and may need intensive student supports to accelerate learning during the summer. HIDOE will provide essential counseling services during the summer to help students with social, emotional, and behavioral support as they readjust to in-person learning on school campuses.

HIDOE recognizes that extended summer learning is not sufficient for students who have lost significant instructional time due to

absenteeism; thus, learning loss mitigation for students who have disengaged and are behind grade level academically will require a multi-year approach to address their academic, social, emotional, and behavioral needs to ensure student success.

3. Evidence-Based Comprehensive Afterschool Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students’ academic, social, emotional, and mental health needs. The description must include:

- i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

HIDOE will utilize no less than one (1) percent of the state’s total allocation of ARP ESSER funds for comprehensive afterschool programs. HIDOE currently partners with a network of out-of-school-time service providers to provide afterschool programs funded through other federal and state programs. ARP ESSER funds will be used to continue, expand, or enhance these offerings and establish new complex area- and school-based initiatives.

Afterschool programs will include community learning centers that provide students with academic enrichment opportunities; programs that partner with the host school to complement students’ regular academic programs; and programs focused on enrichment, athletics, culture, and health for middle school students.

HIDOE will create a tool to evaluate the effectiveness of the afterschool programs in responding to students’ academic, social, emotional, and mental health needs. Data will include, but not be limited to, diagnostic data, student attendance data, quantitative and qualitative student performance data, and student feedback.

- ii. How the evidence-based programs will specifically address the disproportionate impact of COVID-19 on certain groups of students, including each of the student groups listed in question A.3.i.-viii. When possible, please indicate which data sources the SEA will use

to identify students most in need of comprehensive afterschool programming; and

Student groups who were disproportionately impacted by COVID-19 will be prioritized for comprehensive afterschool programs 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.

Currently, students with disabilities, English learners, economically disadvantaged students, and students enrolled in our schools identified for comprehensive support and improvement are prioritized for afterschool programs funded by federal funds. The use of ARP ESSER funds will allow HIDOE to prioritize all students who need additional support.

- iii. the extent to which the SEA will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

HIDOE will provide outreach to students who were chronically absent during the 2020-2021 school year and their families. These students are at greater risk of learning loss due to their lack of participation in online learning and may need intensive student supports to accelerate learning. Quality afterschool programs will help to reengage students into the regular school program.

Funds reserved for comprehensive afterschool programs will be used to continuously adapt programming for the most struggling students as the extent of their support needs are revealed over the next school year.

- 4. Emergency Needs: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and

staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

HIDOE plans to address any emergency needs that may result from the COVID-19 pandemic as an SEA-LEA. ESSER funds are currently being used to build capacity to ensure the health and safety of students and employees; meet students' academic, social, emotional, and mental health needs; and implement evidence-based interventions to mitigate learning loss. HIDOE does not plan to use the SEA reserve under section 2001(f)(4) for emergency needs.

E. Supporting LEAs in Planning for and Meeting Students' Needs

The Department recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, SEAs will describe how they will support their LEAs in developing high-quality plans for LEAs' use of ARP ESSER funds to achieve these objectives.

1. LEA Plans for the Use of ARP ESSER Funds: Describe what the SEA will require its LEAs to include in LEA plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds, how the SEA will require such plans to be made available to the public, and the deadline by which the LEA must submit its ARP ESSER plan (which must be a reasonable timeline and should be within no later than 90 days after receiving its ARP ESSER allocation). The LEA plans must include, at a minimum:
 - i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
 - ii. How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the LEA's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;
 - iii. How the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
 - iv. How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

As an SEA-LEA, HIDOE will fulfill the ARP ESSER requirements of both the SEA and LEA and the state plan will serve as the LEA plan. Thus, HIDOE will implement the mitigation strategies described in section B.1.i and the interventions to mitigate learning loss described in section D as the SEA and LEA.

Returning students to in-person instruction is a critical component of fulfilling equity in education. In response to the ongoing pandemic, HIDOE has taken unprecedented steps in ensuring the safety of all classrooms and campus facilities. Requiring PPE, ensuring adequate spacing for students in classroom settings, facilitating adequate ventilation, and providing access to necessary cleaning and sanitizing supplies are the primary health and safety protocols required of every school. Every effort will be made to ensure the circulation of outside air where possible. If classrooms are not equipped with windows that open, air purifiers will be installed and fans will be provided. Additionally, sanitizing products such as hand sanitizer and disinfecting wipes and sprays will also be available in all schools.

Addressing learning loss is an immediate concern for HIDOE and it is committed to utilizing not less than 23 percent of its total ARP ESSER allocation to this end. Data has shown that students have fallen behind in their academic progress since transitioning to virtual learning environments over the past year. These negative impacts on student achievement have disproportionately affected students from low-income households, students experiencing homelessness, English learners, and students with disabilities. Efforts have been made to return most students to school campuses during the fourth quarter of the 2020-2021 school year and to leverage summer school as a tool to gain traction in reestablishing connections for students to educators and in-person instruction. In addition, professional development will be considered to address core academic needs using evidence-based strategies, especially for the transition years.

HIDOE will provide high-dosage tutoring services with flexible scheduling to help students obtain individualized assistance with tutoring options available during the evenings and weekends to accommodate families. This initiative would focus on students who are most vulnerable to being retained or dropping out of school. The focus will be on complex areas and schools with higher concentrations of students in need of targeted instruction and services to prevent further disparities among the HIDOE's student body.

Equally important to addressing learning loss is meeting students' social, emotional, and mental health needs. HIDOE is anticipating numerous physical, mental, emotional, and social challenges that students will be struggling with upon returning to campuses. As such, HIDOE is moving quickly to ensure the provision of essential counseling services to help students with psychological and behavioral support in readjusting to in-person instruction on school campuses.

Access to devices that will provide students the tools and resources needed to facilitate success in school as well as enable students to participate in virtual learning will remain a vital component in ensuring equity. HIDOE will continue its efforts to distribute the necessary devices, such as tablets and laptops and related equipment for internet connectivity, to students. HIDOE will also continue to advocate for the expansion of broadband access to rural communities where broadband availability is limited.

HIDOE plans to use ARP ESSER funds to promote and expand programs such as Hawaiian education, performing arts, fine arts, music, computer science, STEM, and project-based learning to reengage students. Special attention will be given to reengaging middle school students, who had to adjust to a new mode of learning while experiencing the cognitive and physical changes of adolescence. HIDOE will increase opportunities for middle school students to engage in applied learning opportunities and hands-on learning to increase rigor and relevance. HIDOE will also provide support and resources for parents and guardians to help them understand the changes their children are experiencing and acquire the skills to help them support their children with their schooling.

Additional uses of ARP ESSER funds will include efforts to increase teacher retention in shortage and hard-to-fill areas to ensure high-quality instruction in all classrooms; refine virtual learning options in secondary education for students who thrived with the online mode of instruction; expand access to kindergarten readiness programs for students who are unable to attend preschool; and maintain operations and the continuity of services by addressing the anticipated budget shortfall that HIDOE will experience.

2. LEA Consultation: Describe how the SEA will, in planning for the use of ARP ESSER funds, ensure that, consistent with the ARP ESSER requirements], its LEAs engage in meaningful consultation with stakeholders, including, but not limited to:
 - i. students;
 - ii. families;
 - iii. school and district administrators (including special education administrators); and
 - iv. teachers, principals, school leaders, other educators, school staff, and their unions.

The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:

- i. Tribes;
- ii. civil rights organizations (including disability rights organizations); and

- iii. 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, and other underserved students.

The description must also include how the SEA will ensure that LEAs provide the public the opportunity to provide input in the development of the LEA's plan for the use of ARP ESSER funds and take such input into account.

Consultation efforts described in section C.1 applies to HIDOE as both the SEA and LEA.

HIDOE received 4,338 survey responses from students; parents and family members; school administrators, teachers, and staff; complex area personnel; state office personnel; public charter school commission personnel; members of civil rights organizations, school communities, labor unions; and representatives of business and industry and institutions of higher education.

Respondents to the survey and various stakeholders indicate that the use of ARP ESSER funds should focus on directly addressing student needs and reopening school campuses safely. Recommendations include comprehensive afterschool programs and extended learning opportunities, more highly qualified teachers to reduce class size, and daily in-person instruction to meet student academic needs. Stakeholders also recommend more counseling and behavioral and mental health support at the school level to address student mental health needs. HIDOE has incorporated these recommendations as strategies and interventions to address students' academic, social, emotional, and mental health needs.

3. Describe how the SEA will support and monitor its LEAs in using ARP ESSER funds. The description must include:
 - i. How the SEA will support and monitor its LEAs' implementation of evidence-based interventions that respond to students' academic, social, emotional, and mental health needs, such as through summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs – including the extent to which the SEA will collect evidence of the effectiveness of interventions employed;

HIDOE will support schools and complex areas as they implement evidence-based interventions to respond to students' academic, social, emotional, and mental health needs. The tri-level structure of HIDOE enables for more comprehensive monitoring to identify successes and challenges. Complex area and the Hawaii Public Charter School Commission leadership and personnel provide

schools with targeted support and monitoring. State leadership and state office personnel provide complex areas with the resources and support needed for schools.

HIDOE will monitor student data at the school level to evaluate the effectiveness of the strategies implemented to mitigate learning loss. 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.

To ensure that the students most in need are prioritized for services, statewide universal screener data across the complex areas will be analyzed to identify the students two or more grade levels behind. Priority will be given to students in middle school, beginning with grade 8, to students in grade 5 who will be transitioning to middle school.

Tri-level conversations regarding student achievement and student access to innovative programs, accelerated coursework, and academic engagement supports, including college and career counseling, will identify the gaps in equitable access to high quality educational opportunities and lead to the design of solutions to increase such access. HIDOE will design metrics and create a data collection and reporting process to monitor the supports provided to disadvantaged students and their families to enable equitable access to program offerings.

- ii. How the SEA will support and monitor its LEAs in specifically addressing the disproportionate impact of the COVID-19 pandemic on certain groups of students, including each of the student groups listed in question A.3.i.-viii; and

HIDOE will prioritize student groups who were disproportionately impacted by COVID-19 for learning loss interventions and student support 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. Support will be provided through HIDOE's tri-level structure.

State and complex area leadership and the Hawaii Public Charter School Commission will monitor student data at the school level to evaluate the effectiveness of the strategies implemented to address student needs.

- iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:
 - a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
 - b. Students who did not consistently participate in remote instruction when offered during school building closures; and
 - c. Students most at-risk of dropping out of school.

HIDOE will support schools and complex areas as they provide outreach to students who were chronically absent during the 2020-2021 school year, who struggled with virtual learning, and who are at-risk of dropping out of school. These students are at greater risk of learning loss due to their lack of participation in online learning and will need intensive student supports to accelerate learning. HIDOE will provide essential counseling services to help students with social, emotional, and behavioral support as they readjust to in-person learning on school campuses.

State and complex area leadership and the Hawaii Public Charter School Commission will monitor student data at the school level to evaluate the effectiveness of the strategies implemented to address student needs.

- 4. Describe the extent to which the SEA will support its LEAs in implementing additional strategies for taking educational equity into account in expending ARP ESSER funds, including but not limited to:
 - i. Allocating funding both to schools and for districtwide activities based on student need, and
 - ii. Implementing an equitable and inclusive return to in-person instruction. An inclusive return to in-person instruction includes, but is not limited to, establishing policies and practices that avoid the over-use of exclusionary discipline measures (including in- and out-of-school suspensions) and creating a positive and supportive learning environment for all students.

Educational equity is a fundamental principle upon which both the state Board of Education and HIDOE render policy and funding decisions. HIDOE has prioritized equity as an area of focus and as a promise to students, ensuring students will experience strong relationships and supports that mitigate

disempowering differences to enable them to thrive academically, socially, and civically. ARP ESSER funds will be allocated across the state's K-12 public education system based on student need. Returning all students to in-person instruction is a critical component to reengaging students in learning environments that are most conducive to ensuring student success. Reestablishing in-person instruction ensures the most equitable delivery of educational services to students and HIDOE is fully committed to taking the necessary steps to return students to school campuses and into classrooms with their teachers. This includes creating a positive and supportive learning environment, which is vital in reengaging students and facilitating student success.

HIDOE has established an alternative learning program to provide supportive and nurturing environments for students who have experienced challenges in a traditional school setting to help students overcome their challenges and rise above adversity to succeed. Extensive supports and services are provided to re-engage students in learning and to help them develop appropriate behaviors and social-emotional competencies. Parent engagement is an essential part of the program and vital to student success.

HIDOE will use ARP ESSER funds to address the academic, social, emotional, behavioral, and mental health needs of students across the state to provide students with the support and skills they need to be successful in school. Student data, including student discipline and suspension data, are monitored to evaluate the strategies and interventions implemented.

F. Supporting the Educator Workforce

The Department recognizes the toll that the COVID-19 pandemic has taken on the Nation’s educators as well as students. In this section, SEAs will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students’ academic, social, emotional, and mental health needs.

1. Supporting and Stabilizing the Educator Workforce:

- i. Describe the extent to which the State is facing shortages of educators, education administration personnel, and other school personnel involved in safely reopening schools, and the extent to which they vary by region/type of school district and/or groups of educators (e.g., special educators and related services personnel and paraprofessionals; bilingual or English as a second language educators; science, technology, engineering, and math (“STEM”) educators; career and technical education (“CTE”) educators; early childhood educators). Cite specific data on shortages and needs where available.

Complete the table below, changing or adding additional rows as needed, or provide a narrative description.

HIDOE has always realized that having a qualified and effective teacher workforce positively affects student learning outcomes. The percentage of teacher positions filled by a teacher who completed a state-approved teacher education program have remained steady at or near 93 percent over the past five years. The percentage of teacher positions in special education filled by a teacher who completed a state-approved teacher education program increased from 86 percent to 90 percent. This may be attributed to the salary differential qualified special education teachers received for teaching special education classes during the 2020-2021 school year.

HIDOE is experiencing extreme shortages of bilingual and English as a second language educators, which have been exacerbated by the pandemic. Of the fifteen (15) complex areas, seven (7) do not currently have bilingual support personnel. There are only two (2) full-time bilingual support staff within our complex areas with the remaining complex areas staffed with part-time bilingual support. Many English as a second language educators at the school level are casual employees and not full-time staff.

HIDOE has also experienced challenges in hiring and retaining nurses on two islands. To ensure schools have access to healthcare-

related consultation, coverage is provided by nurses absorbing the additional responsibilities.

- ii. Describe how the SEA will assist its LEAs in identifying the most urgent areas of shortages or potential shortages, with particular plans for individual LEAs facing the most significant needs (e.g., by avoiding layoffs, providing high-quality professional learning opportunities, and addressing the impact of stress or trauma on educators). Include a description of how other Federal COVID-19 funding (e.g., ESSER and GEER funds under the CARES Act and CRRSA Act) have already been used to avoid layoffs during the COVID-19 pandemic.

As an SEA-LEA, personnel management is handled at the state level. Thus, HIDOE assists state offices, complex areas, and schools in addressing shortage areas. HIDOE also provides staff with counseling services as needed and professional development to increase retention and ensure employee needs are met.

To specifically address the shortage of English as a second language educators, HIDOE will offer licensure pathways free of charge to teachers.

HIDOE did not need to use federal coronavirus relief funds to avoid furloughs and layoffs during the COVID-19 pandemic. However, federal coronavirus relief funds may be used in lieu of general funds to temporarily fund positions that were unfunded at the conclusion of the 2021 legislative session to ensure continuity of services to our schools, complex areas, and school communities.

- iii. Describe the actions the SEA will take to fill anticipated gaps in certified teachers for the start of the 2021-2022 school year and to what extent the SEA will further support its LEAs in expanding the educator pipeline and educator diversity while addressing the immediate needs of students disproportionately impacted by the pandemic (e.g., recruiting teaching candidates to provide high-dosage tutoring or implementing residencies for teacher candidates).

HIDOE has placed a priority on monitoring potential teacher shortages and retention annually. Current Hawaii-based teacher education programs have partnered with schools to provide teacher

candidates with practicum experience. However, they are not attracting or graduating enough teachers to alleviate the gaps in certified teachers. The Teacher Education Coordinating Committee, established by the Hawaii State Legislature to foster open communication with HIDOE and state-approved teacher education programs, has created a five-year strategic plan to attract candidates to the field of education.

To address the gaps in certified teachers, one key component is to retain mid-to-late career teachers in the profession. HIDOE has offered salary differentials to qualified teachers in hard-to-staff schools, special education, and the Hawaiian language immersion program to increase retention and attract teachers to the schools and programs with such gaps.

HIDOE supports teacher candidates in obtaining certification to serve as a substitute teacher to address substitute teacher shortages. Additionally, HIDOE recruits teacher candidates to provide tutoring and academic coaching to meet the needs of students.

2. Staffing to Support Student Needs: Describe the extent to which the SEA has developed or will develop strategies and will support its LEAs in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

HIDOE will ensure the provision of essential counseling services to help students with psychological and behavioral support in readjusting to in-person instruction on school campuses. As part of the effort to prioritize and address the social, emotional, behavioral, and mental health needs of students, HIDOE will provide funding for school counselors and social workers to expand much-needed services to students during Summer 2021 and Summer 2022.

HIDOE proposes to provide an educational specialist to each complex area to support school counseling and ensure the educational stability of students in foster care. The educational specialists will work with school staff to improve the academic achievement of students through promoting social emotional learning, trauma-informed practices, mental health supports, safe and supportive school climates, and positive student-teacher relationships.

HIDOE will also ensure counseling programs align with the American School Counselor Association national model framework, which promotes a data-driven

comprehensive school counseling program that addresses student academic, behavioral, social and emotional needs to maximize student achievement. Educational specialists will also provide schools with support in truancy diversion and dropout prevention.

HIDOE Homeless Liaisons will continue to support students in unstable housing with appropriate wraparound services to increase attendance, including partnerships with contracted case manager providers. HIDOE currently has 24 homeless liaisons deployed across the state to ensure students experiencing homeless not only have the requisite resources and tools to participate in educational activities but that they also have their basic needs met. During the closure of school facilities, the Homeless Liaisons delivered school assignments, food, and supplies to students. Liaisons at complex areas will continue to provide schools support in addressing student needs.

Additional complex area positions to serve students in foster care will be established to ensure equitable access to social and emotional support. These positions will ensure the educational stability of students in foster care by monitoring student progress, identifying needed support, providing professional development for school staff to increase capacity for support, and connecting community resources.

Additional school nurse positions to address the COVID-19 impact on students in each of the 41 complexes as well as the Hawaii Keiki Health Hotline and telehealth service will continue to be available during the 2021-2022 school year to address COVID-19 and other student health concerns.

G. Monitoring and Measuring Progress

The Department recognizes that transparency on how ARP ESSER funds are used and their impact on the Nation's education system is a fundamental responsibility of Federal, State, and local government. In this section, SEAs will describe how they are building capacity at the SEA and LEA levels to ensure high-quality data collection and reporting and to safeguard funds for their intended purposes.

1. Capacity for Data Collection and Reporting: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:

- i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
- ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);
- iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
- iv. Jobs created and retained (by position type);
- v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
- vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

HIDOE, at the request by the Board of Education, currently provides reports on the following: Each school's mode of instruction¹⁶, the use of federal coronavirus relief funds¹⁷, and the status of measures taken to promote health and safety on school campuses, the impact of COVID-19 on student learning, access to devices and connectivity, and student withdrawals¹⁸.

As part of the state and federal school accountability system, HIDOE currently provides data on chronic absenteeism, use of exclusionary discipline, participation in advanced coursework, access to high-quality educators, per-pupil expenditures, and results from student, parent, and educator surveys.¹⁹

To assess the academic impact of the pandemic, HIDOE uses multiple data sources. Annual statewide assessment data will be used to assess the status and growth (using student growth percentiles) of students. Annual statewide assessments for mathematics and language arts were administered in Spring 2021. HIDOE proposes to establish pre-pandemic student growth percentile baseline growth norms to evaluate student growth from 2019 to 2021. The observed differences from the pre-pandemic growth will provide an indication of the extent

¹⁶ <https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/School-Reopening-Framework---School-Design.aspx>

¹⁷ <https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/CARES-spending-reports.aspx>

¹⁸ <https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Return-to-Learn---Metrics.aspx>

¹⁹ <https://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx>; arch.k12.hi.us

that growth, and thus achievement, was impacted statewide and within schools and student subgroups.

Historically, growth gaps have existed between student subgroups. To examine the differential effects of the pandemic across the student subgroups, HIDOE will compare performance gaps between pre-pandemic, pandemic, and post-pandemic results.

In addition to pre-pandemic, pandemic, and future post-pandemic comparisons with academic achievement and progress, HIDOE plans to conduct additional analyses using supplemental items added to its annual statewide assessments. These will include differences in achievement and growth based on a student's primary learning modality this school year as well as a number of self-performance appraisal items. Individual identifiers will allow for subgroup analysis as well.

Currently, HIDOE collaborates with its technical advisory committee, the Council of Chief State School Officers, and the Center for Assessment to refine its proposed analyses, to identify other potential analyses, and to examine the collection of new data to better inform the pandemic's impact on achievement in 2022 and beyond.

HIDOE also has the capacity to report on the jobs created and retained by position type and student participation in programs funded by ARP ESSER funds.

2. Monitoring and Internal Controls: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.
 - HIDOE records the receipt of federal awards in a grant award notice database and alerts the Budget Branch of the Office of Fiscal Services of the availability of federal funds.
 - The Budget Branch then coordinates with the State of Hawaii Department of Budget and Finance to ensure accounts are set up within the state's Financial Management System to make and record payments against the

grant. Each of the three ESSER awards are established in separate accounts.

- The Budget Branch then records the total available award in its Budget System to ensure that the level of allocations made against the award do not exceed the award, or if allocations are made in excess of the award, that the over allocation is done intentionally.
- All allocations of grant funds are made with the approval of the Superintendent or directly by the BOE.
- Once approval is obtained and recorded, a distribution of funds (allocation) is made through a program account for which a designated Program Manager documents the purpose of the use of funds and the distribution of funds to schools and offices. This information is routed for approval by an appropriate Assistant Superintendent and reviewed by Budget Branch staff prior to being issued on an allocation document that is posted to an on-line system.
- HIDEOE's Budget System is loaded up with the funds to the various schools and/or offices based on the allocation documents.
- Receiving schools and offices are to review the relevant allocation document to know what the funds are to be used for and then must move the allocated funds into an expenditure plan in HIDEOE's financial management system prior to making any expenditures against them. Once placed into an expenditure plan, these funds are considered as "allotment," which the system then allows for expenditures to be made against the allotment balance.
- There is an administration at each school and office, which oversees the placement of allocations into the financial management system and ensures alignment with allowable uses of funds.
- Schools and offices then expend against the available funds. There is oversight and monitoring provided by Complex Area Superintendents and Complex Area Business Managers for schools and Assistance Superintendents for state offices.
- Payments for payroll and non-payroll expenses are processed through a central office within the Operations Branch of the Office of Fiscal Services.
- Payments are processed with required documentation and audits are conducted.
- HIDEOE has an Internal Auditor that reviews HIDEOE's fiscal controls for weaknesses and performs audits based on an annual risk assessment that is shared with the BOE.

Appendix A: School Operating Status and Instructional Mode Data Template

Table 1

In the most recent time period available, how many schools in your State offered each mode of instruction or learning model described below? Each row should account for all schools in your State, so that, for each row, the sum of the numbers in the “offered to all students,” “offered to some students,” and “not offered” columns is equal to the number in the “all schools” column.

The following data represents Quarter 4 of the 2020-2021 school year.

Add or change rows as needed

Number of schools	All schools				Offered to all students	Offered to some students	Not offered
	Elementary	Middle	High	Multilevel			
Remote or online only	0	1	0	0	1		
School buildings open with both remote/online and in-person instruction (hybrid)	101	39	33	40	210	3	
School buildings open with full-time in-person instruction	71	1	1	7	80		

Source: HIDOE School Year 2020-2021 Quarter 4 School Models
<https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/School-Reopening-Framework---School-Design.aspx>

To the extent data are available, please complete the above table for 1) all schools in the State, and 2) separately for each instructional level (e.g., pre-kindergarten/elementary schools, middle schools, high schools).

Table 2

In the most recent time period available, what was the enrollment and mode of instruction for the schools in your State?

The following data represents Quarter 3 of the 2020-2021 school year.

Add or change rows as needed

Student group	TOTAL	High-Risk Attendance			Non-High Risk Attendance		
		In-Person	Hybrid	Full Distance	In-Person	Hybrid	Full Distance
Students from low-income families	86,718	4,535	15,866	5,544	7,744	34,917	18,112
Students from each racial or ethnic background used by the State for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)							
Asian (excluding Filipino)	25,256	282	1,067	446	3,824	13,467	6,170
Black	4,160	104	467	146	347	2,207	889
Filipino	38,391	595	3,199	1,144	2,651	20,561	10,241
Hispanic	3,691	113	581	206	236	1,827	728
Native Hawaiian	36,346	1,661	6,947	2,695	2,864	14,042	8,137
Pacific Islander	17,682	1,776	4,760	1,320	1,543	5,353	2,930
White	31,250	787	3,163	1,045	3,448	17,363	5,434
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)							
Female	76,345	2,186	9,222	3,446	6,667	36,939	17,885
Male	82,835	3,218	11,250	3,682	8,488	39,089	17,108
English learners	16,467	1,429	3,074	825	2,390	5,934	2,815
Children with disabilities	16,566	1,707	2,617	789	3,430	5,577	2,446
Students experiencing homelessness	2,857	378	812	278	276	698	415
Children and youth in foster care							
Migratory students	2,146	72	532	184	35	814	509

Source: Quarter 3 HODOE Return to Learn (as of March 31, 2021)

<https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/school-year-2020-21.aspx>

Appendix B: Reporting Language Included in the Grant Award Notification (“GAN”)

As described in the Grant Award Notification (“GAN”), the SEA will comply with, and ensure that its LEAs comply with, all reporting requirements at such time and in such manner and containing such information as the Secretary may reasonably require, including on matters such as:

- How the State is developing strategies and implementing public health protocols including, to the greatest extent practicable, policies and plans in line with the CDC guidance related to mitigating COVID-19 in schools;
- Overall plans and policies related to State support for return to in-person instruction and maximizing in-person instruction time, including how funds will support a return to and maximize in-person instruction time, and advance equity and inclusivity in participation in in-person instruction;
- Data on each school’s mode of instruction (fully in-person, hybrid, and fully remote) and conditions;
- SEA and LEA uses of funds to meet students’ social, emotional, and academic needs, including through summer enrichment programming and other evidence-based interventions, and how they advance equity for underserved students;
- SEA and LEA uses of funds to sustain and support access to early childhood education programs;
- Impacts and outcomes (disaggregated by student subgroup) through use of ARP ESSER funding (e.g., quantitative and qualitative results of ARP ESSER funding, including on personnel, student learning, and budgeting at the school and district level);
- Student data (disaggregated by student subgroup) related to how the COVID-19 pandemic has affected instruction and learning;
- Requirements under the Federal Financial Accountability Transparency Act (“FFATA”); and
- Additional reporting requirements as may be necessary to ensure accountability and transparency of ARP ESSER funds.

Appendix C: Assurances

By signing this document, the SEA assures all of the following:

- The SEA will conduct all its operations so that no person shall be excluded from participation in, be denied the benefits of, or be subject to discrimination under the ARP ESSER program or activity based on race, color, national origin, which includes a person's limited English proficiency or English learner status and a person's actual or perceived shared ancestry or ethnic characteristics; sex; age; or disability. These non-discrimination obligations arise under Federal civil rights laws, including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. In addition, the SEA must comply with all regulations, guidelines, and standards issued by the Department under any of these statutes;
- The SEA will comply with all ARP Act and other ARP ESSER requirements and all requirements of its Grant Award Notification, including but not limited to:
 - Complying with the maintenance of effort provision in section 2004(a)(1) of the ARP Act, absent a waiver by the Secretary pursuant to section 2004(a)(2) of the ARP Act; and
 - Complying with the maintenance of equity provisions in section 2004(b) of the ARP Act, and ensuring its LEAs comply with the maintenance of equity provision in section 2004(c) of the ARP Act (please note that the Department will provide additional guidance on maintenance of equity shortly);
- The SEA will allocate ARP ESSER funds to LEAs in an expedited and timely manner and, to the extent practicable, not later than 60 days after the SEA receives ARP ESSER funds (i.e., 60 days from the date the SEA receives each portion of its ARP ESSER funds). An SEA that is not able to allocate such funds within 60 days because it is not practicable (e.g., because of pre-existing State board approval requirements) will provide an explanation to the Department within 30 days of receiving each portion of its ARP ESSER funds (submitted via email to your Program Officer at [State].OESE@ed.gov (e.g., Alabama.OESE@ed.gov)), including a description of specific actions the SEA is taking to provide ARP ESSER funds to LEAs in an expedited and timely manner and the SEA's expected timeline for doing so;
- The SEA will implement evidence-based interventions as required under section 2001(f) of the ARP Act and ensure its LEAs implement evidence-based interventions, as required by section 2001(e)(1) of the ARP Act;
- The SEA will address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity), gender (e.g., identifying disparities and focusing on underserved student groups by gender), English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students), as required under section 2001(f) of the ARP Act, and ensure its LEAs address the disproportionate impact of the COVID-19 pandemic on underserved students (i.e., students from low-income families, students from racial or ethnic groups, gender, English learners, children with disabilities, students experiencing homelessness, children and

youth in foster care, and migratory students), as required by section 2001(e)(1) of the ARP Act; and

- The SEA will provide to the Department: (1) the URL(s) where the public can readily find data on school operating status and (2) the URL(s) for the SEA and/or LEA websites where the public can find the LEA plans for a) the safe return to in-person instruction and continuity of services required under section 2001(i) of the ARP Act, and b) use of ARP ESSER funds. SEAs should consider ensuring a standardized URL format in all cases (e.g., xxx.gov/COVIDplan).

Appendix D

OMB Control No. 1894-0005 (Exp. 06/30/2023)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in

its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

General Education Provisions Act (GEPA)

The Hawaii State Department of Education (HIDOE) adheres to Section 427 of the General Education Provisions Act (GEPA) and will take the steps necessary to ensure equitable access to and participation in the included programs for students, teachers and other program beneficiaries with special needs for federally funded programs.

Under Hawaii State Board of Education Policy 305-10, a student shall not be excluded from participating in, be denied the benefits of, or otherwise be subjected to harassment, bullying, or discrimination under any program, services, or activity of HIDOE because of their race, color, national origin, sex, physical or mental disability, and/or religion.

Examples of steps HIDOE is taking to meet GEPA Section 427 requirements include:

- printing materials in multiple languages;
- offering multilingual services for participants and others as needed and appropriate;
- conducting outreach efforts and target marketing to those not likely to participate; and
- transportation assistance, on an as needed basis, to qualified students who face a barrier to participation in school activities due to lack of transportation.

Estimated Burden Statement for GEPA Requirements

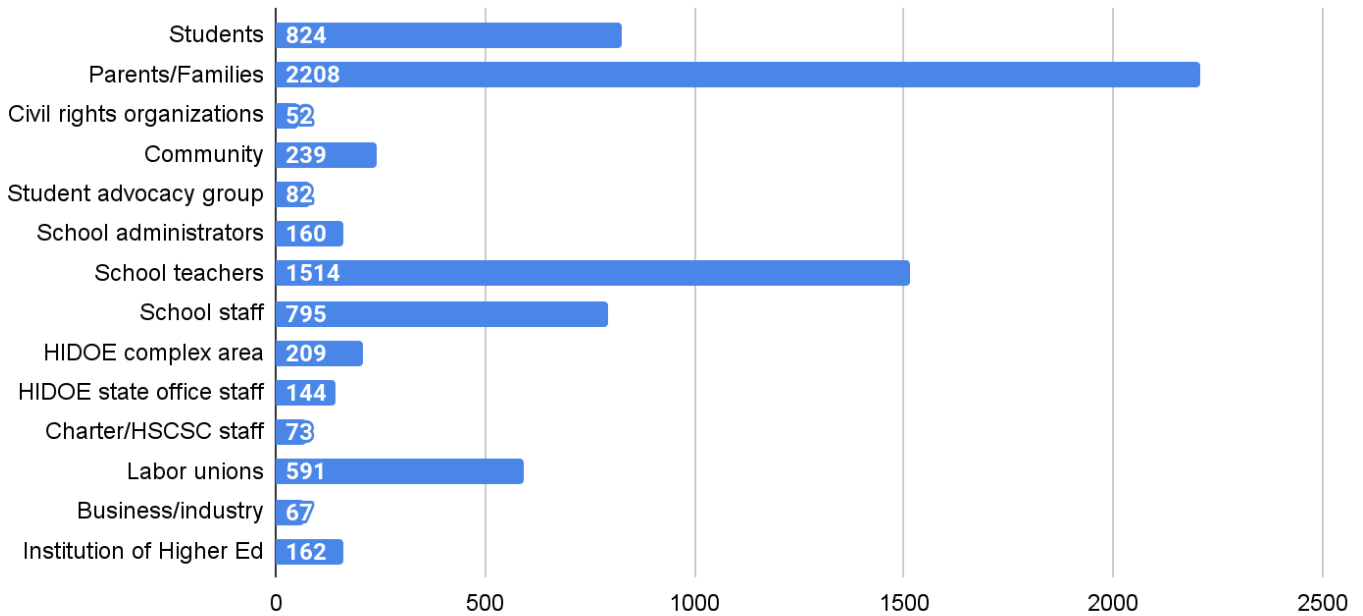
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Appendix E

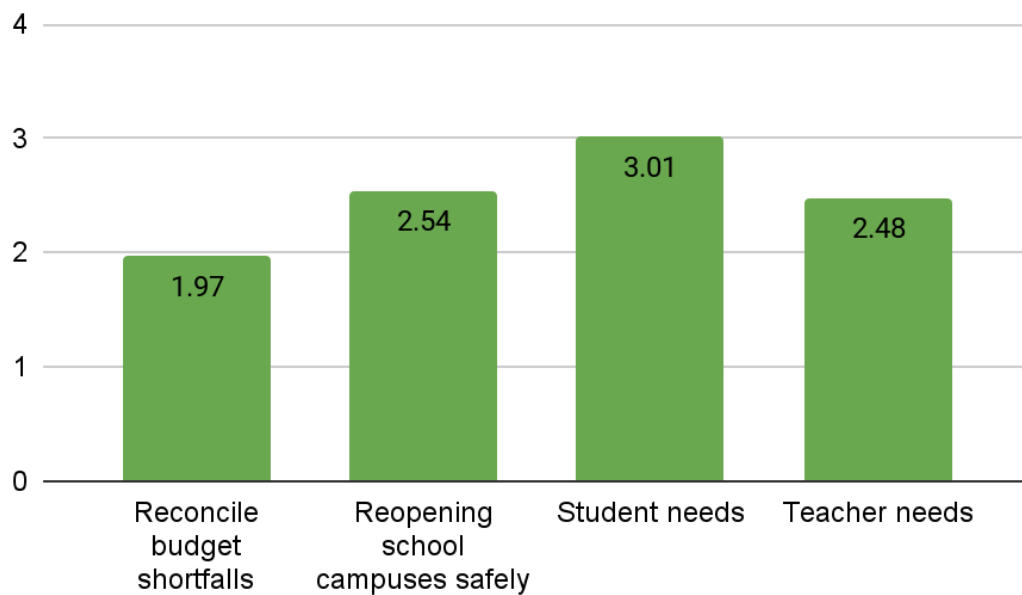
ESSER III Public Input Survey Results

As of 6.9.21 3:30 pm, 4,338 respondents

Stakeholder Groups Represented



How should ESSER III funds be prioritized?



Appendix E

Top 10 Suggestions to Meet Students' Academic Needs	Totals
Free out-of-school time tutoring, extended school year, summer school	521
More HQ teachers, PTTs, smaller classes, tutoring	349
Daily in-person instruction, learning	319
Assess, ID learning loss, provide PD on differentiation	234
Additional time: longer class days/ shorter vacation time, extended school day/year, more planning time	139
Extensive RTI, IEP type learning plans for all	128
Eliminate or temporarily stop standardized testing. Cancel, postpone ACT, SAT, SBA and other high stakes testing.	76
Recalibrate academic standards & timeline to make them more realistic, allow students to repeat another year, or retake/extend class during summer; credit recovery	70
Better communication, expectations when teachers, students, administrators, families and community partners work together to help with academic needs.	68
Pay teachers more	61

Top 10 Suggestions to Meet Students' Social Needs	Totals
Return to in-person learning, social activities	345
Provide SEL resources/ curriculum/ personnel/PD, MTSS	265
Afterschool and summer school programs and counseling activities; including restarting sports, arts, and extracurriculars	294
Routines that support relationships and safe environments	235
Social events for families/ students/ staff/ community	223
Additional funds for social workers, counselors, BHS, home visits. More PD for counselors.	167
Ensure every student has a trusted adult/mentor/coach, daily check-ins. PD how best to structure transition to learning/rebuilding relationships and connections.	107
Provide wrap-around services. Partner with community organization to deliver services, out-of-school time. Include families in learning.	84
Focus on whole child, non-academic, non-electronic activities	70
Greater communication with parents and communities to assess needs	54

Appendix E

Top 10 Suggestions to Meet Students' Mental Health Needs	Totals
On site counselors, social workers, more PSAP, SBBH staff, mental health specialists. Expand BH beyond SPED/504. MTSS strategies for all. Use UH student interns.	631
School-wide culturally responsive SEL instruction, embedded daily in class lessons, mindfulness, meditation, mental health education, awareness. Build emotional intelligence. PD for teachers in SEL, TIC. Panorama SEL Survey. PBIS. SEL block of time.	315
Regular counseling through classroom, individual and group therapy. Intervention services for acute cases for students and teachers.. Peer mentors, student-led MH clubs. Avoid labeling. OST/online counseling sessions.	305
In-person, well-rounded educational experience, afterschool, extracurricular activities, art, sports, recess.	150
Coordinate existing DOE internal/external organizations (DOH), community programs to support mental health for students AND families. On-campus health clinics. Community schools model. Learning hubs.	136
Universal, mental health screenings, referral, mental health assessments by professional psychologists as needed, telepsych.	130
Home and community support, family involvement, workshops, parent resources, SBBH outreach/education, family counseling, survey parents about child's MH needs. 24 hour helpline.	127
More fun, in-person play through large, small social activities to interact with peers, teachers, families. Team building activities.	104
Teacher/staff provide a safe environment, trust, daily advisories/check ins, open office hours, guidance classes.	80
PD for staff on how to help students deal with mental health issues and how to identify signs of mental health issues	56

Summary of strategies the Department should consider to address the needs of ALL student subgroups	Totals
Don't focus on subgroups. All students need to be assessed and accelerated. 100% in person learning. Smaller classes. Stronger tier 1 & 2 instruction using evidence based practices for all subgroups. Focus on individual child and their individual needs. High dose tutoring, evidence based interventions, enrichment activities, parental support. Provide schools with funding, allow Principals to make final decisions on how schools will address the specific needs of students. Summer Hub for all. Engagement.Ensure they feel safe and connected to school. Prioritize their mental health. MTSS. Ci3t.org - Comprehensive, Integrated, Three Tiered (Ci3T) Model of Prevention.CSSS System.	73
No masks for all subgroups	30
Free tutoring, free meals, free enrichment, afterschool and weekend activities, summer school. Modified online curriculum to supplement in school learning with after school tutoring.	14
Adequately funding,salaries, attract highly qualified teachers	13

Appendix E

PD for teachers on differentiated learning, Trauma Informed Care, SEL, culturally responsive teaching, quality instructional materials, Aloha Response	11
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What strategies should the Department consider for students with disabilities?	Totals
In-person instruction. Inclusive. Small learning groups, tutoring, coaching, individualized supports, intervention, extended learning opportunities, afterschool, summer, automatic ESY. SEL, peer engagement.	149
More SPED teachers, services, EAs for smaller caseloads to intensify one-on-one services to accelerate student learning. Help all students not just IEP/504. Special services coordinators. Professional therapists. Skills Trainers. Flexible seating, calm down rooms. More FSC classrooms.	150
PD, teacher training: differentiation, LRE/inclusion, support RTI, tiered learning, modified learning approach and curriculum. Quality Performance Indicators, SST meetings	60
Update, enact 504s, IEPs. In-depth reassessment for each student to identify needs. Check-in logs. Home visits. More family involvement in IEP meetings.	56
ADA compliance, more ramps,access to all school facilities (gym, courts, playgrounds, etc.) more resources for deaf and hard of hearing students, access to extracurricular activities, tech is personalized	17

What strategies should the Department consider for English Learners?	Totals
In school. Tutoring in school, after school for small groups and individualized sessions, homework help. Find tutors, peers who speak their native language to understand assignments and can help to make meaning out of instruction. Summer Learning Hubs. Multi-grade level groups.	132
Hire more certified ELL teachers/tutors, EAs for schools, ESL classes for families, speech therapy, smaller classes, TESOL. Collaboration time for teachers. Quality RTI.	114
Emergent Multilinguals. Bring oral language development/fluency to the forefront. Provide PD for all teachers, not just EL teachers, on language acquisition, cultural sensitivity. PD in SIOP (Sheltered Instruction Observation Protocol), GLAD (Guided Language Acquisition Instruction). Asset based. ECRI, CRSI training, vocabulary strategies	62
Pair ESL students and native english speakers together for cross-learning activities, increase interaction, socialization & destigmatization, integrate students into school, peer mentors, interschool connections, context learning, immersion, team building. Do not remove for EL intervention.	58
Hire bilingual staff, social workers, community/school liaison to mitigate family needs and increase community engagement/partnering, more parental involvement, translations. Dual language learning.	51

What strategies should the Department consider for students from low-income families?	Totals
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Appendix E

Basic needs, free meals, healthy food, P-EBT, SNAP, transportation, school supplies, uniforms, no student fees	171
Community school model with counseling, social services, access to resources, parent education, community outreach, coordinated support services with county, state, federal, private groups/housing complexes.	121
In-person learning, before and after school small group and individualized tutoring sessions, mentoring, afterschool homework help, counseling. Summer learning opportunities. Life skills. Use senior citizens, peer mentors. Acceleration. SEL. Tier 3 services.	107
Access to materials, books, technology, computers, internet	63
Engage families, home visits. Teach families on how to support your child's learning at home. Provide virtual check-ins to ask them what they need. Assist families with job opportunities, OJT, business classes, referral. Child care. Parent education. Home learning environment resources.	39

What strategies should the Department consider for students experiencing homelessness?	Totals
Community schools model. Provide resources at school to support basic needs, do laundry, get groceries, resources to get them into housing. Allow showers, lockers, and safety and hygiene classes. Mobile hygiene centers.	144
Free meals, P-EBT, school supplies, books, clothes, transportation	102
In person instruction. Support state McKinney Vento efforts. Massive outreach to build knowledge of free services and support. Access to counseling, community partners, social workers. Connect with the Principal. CSSS process. YES program.	88
Safe learning spaces at libraries, community centers. Learning or mobile school hubs. Free tutoring at homeless shelters, Boys and Girls club.	41
In-school and after school learning, tutoring, Saturday activities, summer programs for small group and individualized sessions	28

What strategies should the Department consider for students in foster care?	Totals
In person instruction. Social workers, counseling, intervention, more supports in dealing with behaviors. Dedicated onsite team. TIC.CSSS. Smaller classes. Summer programs. Lower T-S ratio.	99
Adults and peer support, mentor, SEL, engagement, extra curricular activities, clubs, role models, buddy, Big Brother/Big Sisters, weekly check-ins	46
Family and community engagement - partner with CBOs. Keep families informed about educational needs and encourage them to help. Take advantage of all educational opportunities, resources.	35
Safe space for afterschool homework help, tutoring, engagement with peers	28
Support foster parents. Monitor to assure a good household.	25

Appendix E

What strategies should the Department consider for migratory students?	Totals
Create Transition Centers that assist with academic transition, counseling, safe place to study, get help, tutoring, tools, equipment, easy transfer of records, knowledge of student needs, connect with others in transition, assessment, staff trained to track movement, statewide curriculum	64
Inclusiveness, buddy system, engagement with peers in after school clubs, programs, sports, relationships, love, support. Celebrate multiculturalism. Pono Shim's Aloha Response, SEL, social integration	36
Free lunch, tutoring, uniforms, transportation, afterschool, tech, wifi	27
Family outreach. Develop a print and electronic welcome book and toolkit for families. Partner with elders and community orgs that have staff that speak languages. More support for Micronesian community.	27
Bilingual supports. Have native speakers in the classroom for at least one class or have counselors that speak the student's language accessible to students, student ambassadors on campus	20

What strategies should the Department consider for students of specific racial or ethnic group?	Totals
At home/community outreach services, mentors, elders, community groups to support the Pacific Islander students, family, community. Remove isolation. Involve elders within their community to help. Cultural pride through family nights, gatherings.CSSS. Translators. Parent training in native language.	51
Celebrate diversity, culturally responsive pedagogy, assignments, materials, special events. Accurate history, open conversations.	42
Don't decide on resources depending on race. Equity for all. Stop profiling.	30
PD on cultural sensitivity, systemic racism, social justice	29
Inclusion, counseling, love and understanding, mutual respect, SEL	23

What innovative practices should the Department consider further investing in to ensure student success?	Totals
Hands-on, problem-based, project-based learning, vocational education, internships, mentorships	214
Build upon the technology advances made by teachers and schools by funding technology in schools including online solutions and tracking	160
Free or subsidized tutoring, summer learning programs, before and afterschool opportunities for tutoring and enrichment. Tutoring hubs in core subjects. Adjust teaching hours to service students beyond day.	135
Change eSchool to a Virtual Academy. Centralize registration, enrollment and operational control for an online/distance learning option for all students/schools statewide. Accelerated classes.	104
Value qualified teachers more. Invest in faculty and support employees (teacher aides, counselors, nurses, etc)	100

Appendix E

Strengthen MOA/contracts with community organizations to provide OTS activities, class with community outreach components	90
Higher pay for educators	84
Well-rounded education, Fund art, music, PE teachers, farm to school, electives	80
Authentic family and community engagement. Engage parents virtually or in person.	77
Research based strategies and PD for teachers and staff.	68
Re-open schools safely for in-person learning	68

What educational opportunities should the Department consider providing students to deepen the connection to their communities?	Totals
PBL, community service, community partnerships/projects. Aina-based education, place-based education, farming/ gardening, arts projects. Field trips.	1168
Internships, volunteer opportunities. Accelerated or interest-based learning opportunities at businesses or community colleges. Mentors, career counselors.	159
Art, music, and elective programs that emphasize student choice and student self expression.	124
Support OHE, Na Hopena A'o, culture/aina-based education, HĀ community days.	73
Bring kupuna, adults back on campus. Bring community into class, lead clubs.	65
Create a list/partner with community partners who provide services around different content areas or strategies. Make sure community partners understand standards, high quality instructional materials.	57
More funding for PBL and field trips (transportation, appropriate clothing/shoes, supplies, etc.).	55
Restart sports and extracurricular activities	36
Increase vocational schools, CTE, and programs	28
Reopen schools for full in-person learning	22

What ohana-focused supports should the Department consider funding with the ESSER III funds?	Totals
Free meals for all students. Grab-n-Go meals, fresh fruits and veggie snacks sent home with students with school supplies/packets, meal kits/multiple meals delivered, multiple sites for pick-up for families with no transportation, multiple pick-up times. P-EBT. Farmers markets at schools.	388
Continue all supports started during the pandemic. More communication about these programs.	235