



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

April 21, 2022

TO: The Honorable Kili Namau'u
Chairperson, Student Achievement Committee

The Honorable Bruce Voss
Chairperson, Finance and Infrastructure Committee

FROM: Keith T. Hayashi 
Interim Superintendent

SUBJECT: **Update on Department of Education's Educational Plan and Fiscal Plan to use Federal Funds in the Second Round of the Educational Stabilization Fund's Elementary and Secondary School Emergency Relief ("ESSER II") and in the Third Round of ESSER Funds Authorized Under the American Rescue Plan Act of 2021 ("ESSER ARP") Approved by the Board on December 16, 2021**

1. EXECUTIVE SUMMARY

The Hawaii State Department of Education (Department) is providing an update on the implementation of the Elementary and Secondary School Emergency Relief (ESSER) Educational Plan and Fiscal Plan approved by the Hawaii State Board of Education (Board) on December 16, 2021.

The Department continues to implement the approved ESSER Educational Plan and its four systemwide strategies as a common foundation of expectations and supports for all students and staff. The systemwide strategies include:

- Healthy Habits, Healthy Schools;
- Action-Oriented Data Decision-Making;
- Responsive Capacity Building; and
- Effective Academic Practices.

Implementation of these strategies involves schools, complex areas, and state offices. This systematic approach provides clear direction and meaningful support for school, staff, and student success.

The Department provides the following information to monitor the implementation of the ESSER Educational Plan:

1. A monthly expenditure report, which provides a basis to review the utilization of funds for each of the approved uses in the Educational and Fiscal Plans;
2. A quarterly educational plan metrics report, which provides data related to the priorities outlined in the Educational Plan (Attachment A); and
3. A narrative of the implementation activities for each of the approved uses in the Fiscal Plan (Attachment C).

2. UPDATE

The purpose of the ESSER Educational Plan is to provide statewide direction and guidance for the implementation and use of the federal COVID-19 relief funds. The Educational Plan allows state and complex areas to leverage ESSER funds to the greatest extent possible and capitalize on economies of scale.

ESSER funds were intended to mitigate and minimize COVID-19 impacts to schools and students and to accelerate learning. The ESSER educational plan and its accompanying fiscal plan ensure the allocation of resources advances equity by providing the opportunities and supports that students need to succeed as the Department recovers from the disparate impact of COVID-19 on underserved and impoverished communities.

The Department continues its efforts to re-engage students in their education, address learning loss, and provide the necessary academic, social, emotional, and mental health supports to facilitate staff and student success.

The Department will regularly evaluate the approved ESSER Educational and Fiscal Plans, the implementation of the plans, and Legislative activities to keep the Board apprised of any necessary adjustments to the ESSER plans.

a. Federal COVID Relief Spending Reports

The Department reports expenditure data which align with the uses approved in the ESSER Educational and Fiscal Plans on a monthly basis. To date, 14.16% of ESSER ARP funds have been encumbered or expended. The monthly reports may be viewed on the Department's public website:

<https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/Federal-COVID-Relief-Funding-for-Education.aspx>.

The availability of ESSER funds to support priority strategies remains contingent upon the Legislature's restoration of the general fund base budget cuts made in response to the anticipated fiscal fallout of the pandemic. The State Legislature is currently considering the State's supplemental budget for Fiscal Biennium 2021-2023. Given the significant rebound to the State's economy and recent public commitments by elected officials, the Department anticipates significant restoration of lump sum reductions and additional one-time funds being allocated to the Department for Fiscal Year 2022-2023. When the conference draft of the supplemental budget is approved, the Department anticipates it will need to reevaluate the ESSER fiscal plan.

As the relief funds are temporary, the Department will continue to evaluate proposed ESSER-funded programs with the understanding that there may not be future funds available to sustain these programs.

b. ESSER Educational Plan Metrics

To monitor the implementation of the strategies identified in the ESSER Educational Plan, the Department collects and reports data aligned to the three areas of focus outlined in the plan:

1. Health and Safety;
2. Social-Emotional Learning; and
3. Accelerated Learning.

The metrics include COVID-19-related data, attendance, enrollment, student performance data, and data related to access to learning opportunities. The use of ESSER ARP funds was approved towards the end of the second quarter of the current fiscal year; thus, the Department will utilize available metrics as benchmarks for future comparison. The quarterly data may be viewed on the Department's public website at <https://public.tableau.com/app/profile/hido.e.dga/viz/EducationalPlanMetrics-SY2021-22/Cover>.

The Department continues to increase efforts to re-engage students in their learning. The number of students at risk of being chronically absent continues to be greater than pre-COVID numbers. At the end of Quarter 2, 31% of all students and 40% of high-needs students (students who receive special education services, are English learners, or are economically disadvantaged) were at risk of being chronically absent. Absences may be attributed to the need to quarantine due to potential exposure to or contraction of COVID-19. The Department will continue to monitor student attendance and provide the necessary student and family supports to engage students in in-person learning.

The Quarter 2 elementary, middle, and high school grades and winter universal screener data were shared during the April 21, 2022 Student Achievement Committee meeting. The universal screener data suggest students are making progress towards grade level proficiency, indicating that schools are implementing strategies to accelerate student learning.

The Department also administered a school climate and social-emotional learning survey to assess students' perspective on topics such as sense of belonging, relationships, and growth mindset. The Department remains cognizant of the effects that the pandemic and extended distance learning had on the well-being of our students and is committed to providing students with the support they need to address their social, emotional, and mental health needs. The social-emotional learning survey was administered in the fall and winter of the current school year. From fall to winter, students have reported growth in self-efficacy and self-management, with the exception of students in grades 6-12. Students have also reported growth in emotion regulation, grit, and sense of belonging. The Department needs to better support students in progressing in a

growth mindset and social awareness. The mid-year progress update is provided in Attachment B.

c. Implementation Activities

The Department is currently finalizing implementation continuums for the four systemwide strategies. The continuums will be used to guide the implementation of activities related to the strategies. Attachment C includes summaries of the implementation progress of the approved ESSER ARP uses. Highlights include:

- 107 school health support staff hired to alleviate the burden on schools caused by the health needs that resulted from the COVID-19 pandemic;
- Refinement and expansion of the state distance learning program, both English-medium and kaiapuni, which includes the procurement of a new learning management system;
- Statewide implementation and administration of a social-emotional assessment to determine the social and emotional needs of students and staff;
- Increased mental health supports to provide access to counselors during the summer and online;
- COVID Impact Services to provide more intensive supports to students eligible for special education services who were negatively impacted by the pandemic;
- A more robust summer program to better meet the needs of our students and our school communities; and
- Professional development to help teachers, administrators, and support staff address student needs, including trauma-informed care, early literacy, and engagement.

The Complex Areas have also been implementing ESSER-funded activities to meet the unique needs of their students, schools, and school communities. As the public health conditions evolve, the Complex Area Superintendents have been shifting their use of funds from health and safety to more strategic support and interventions to address learning loss.

The Complex Area Superintendents for the Campbell-Kapolei, Hilo-Waiakea, and Kaimuki-McKinley-Roosevelt Complex Areas have provided summaries of their uses of ESSER funds as examples of how ESSER funds are being utilized at the complex area level to address the impact of the COVID-19 pandemic on their schools (Attachment D).

The Department continues to rely upon guidance from the Hawaii State Department of Health and the Centers for Disease Control and Prevention (CDC) for best practices in maintaining safe learning environments to preserve in-person learning. As health conditions locally, nationally, and globally improve, the Department will make adjustments to programs as needed and recommend any necessary changes to the approved ESSER Educational and Fiscal Plans to the Board.

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The Department anticipates that future adjustments will be required to the fiscal plan based on data, feedback, and health conditions. The Department will keep the Board apprised as changes are needed to the educational and/or fiscal plans.

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Attachments: Attachment A: 2021-2022 Educational Plan Metrics
Attachment B: Midyear Progress Update: School Climate and SEL Trends
Attachment C: ESSER III Program Updates
Attachment D: Complex Area ESSER Planning

c: Deputy Superintendent
Office of Fiscal Services

Data updated for Quarter 2 metrics as of 1/24/2022, published results on 2/25/2022.



2021-2022 Educational Plan Metrics

HEALTH & SAFETY

How to use this dashboard
(click here)

COVID-19 Cases

Click here to view the
[COVID-19 HIDOE Case Count Dashboard](#)

Vaccinations

(As of Q2)

89%

of all staff and teachers are fully or partially vaccinated

Personal Protective Equipment (PPE)

(As of Q2)

6

out of 257 schools do not have the minimum amount of PPE in 1 or more categories

SOCIAL EMOTIONAL LEARNING

Average Daily Attendance

(As of Q2)

91%

is the Average Daily Attendance rate for all students

Chronic Absenteeism

(As of Q2)

33%

are at high risk for chronic absenteeism

Demographics: Subgroups

(As of Q2)

55% Economically Disadvantaged
11% English Learners
10% Students with Disabilities
62% Vulnerable Students

Demographics: Ethnicities

(As of Q2)

16% Asian (excluding Filipino)
3% Black
24% Filipino
2% Hispanic
22% Native Hawaiian
11% Pacific Islander
20% White
6% Micronesian (subset of Pacific Islander)

Withdrawals / Exits

(As of Q2)

6,940

student withdrawals cumulative through Q2

Social Emotional Learning (SEL)

Click here to view the
[HIDOE SEL Website](#)

ACCELERATED LEARNING

Universal Screeners - Elementary

(As of Q1)

28% behind two or more grade levels on ELA screeners
30% behind two or more grade levels on Math screeners

Universal Screeners - Middle

(As of Q1)

42% behind two or more grade levels on ELA screeners
37% behind two or more grade levels on Math screeners

Diploma Progress

(As of Q1)

16% are off-track towards meeting diploma requirements

Course Marks - Elementary

(As of Q2)

22% received 1 or more failing marks in ELA
16% received 1 or more failing marks in Math

Course Marks - Middle

(As of Q2)

7% received 1 or more failing marks in ELA
6% received 1 or more failing marks in Math
6% received 1 or more failing marks in Science
5% received 1 or more failing marks in Social Studies

Course Marks - High

(As of Q2)

11% received 1 or more failing marks in ELA
12% received 1 or more failing marks in Math
11% received 1 or more failing marks in Science
10% received 1 or more failing marks in Social Studies

Devices

(As of Q2)

6.1%

did not have a device that could be used to effectively engage in distance learning

Connectivity

(As of Q2)

8.2%

did not have internet connectivity that could be used to effectively engage in distance learning

Distance Learning

(As of Q2)

7%

of students are participating in Distance Learning

Teacher Retention

(As of Q2)

50%

of teachers hired in School Year 2017-18 were retained in HIDOE for their fifth year

After School Programs

Click here to view the
[HIDOE After School Programs Website](#)

Summer Learning Programs

Click here to view the
[HIDOE Summer Learning Website](#)

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Dashboard built by the
Hawaii State Department of Education
Data Governance & Analysis Branch



Midyear Progress Update: School Climate & SEL Trends

2021- 22 School Year

The Hawaii Department of Education (HIDOE), in partnership with Panorama Education, collects student voice on key areas of school climate and social and emotional learning.

Through the Educator Effectiveness System (EES) and Social and Emotional Learning (SEL) Surveys, students are asked multiple times a year on their perspectives on critical topics like sense of belonging, relationships, and growth mindset, to name a few. The analysis below presents high-level, mid-year trends, for the 2021-22 school year.

Aligned to the Superintendent's 3-1-1 plan, the following student voice data exemplifies a holistic approach to improving student outcomes.

About the 2021-22 Student Surveys

Educator Effectiveness Survey (EES): The Student EES Survey is given once a year to students in grades 3-12. The purpose of the survey is to measure perception of classroom and school climate. This past November, more than 101,870 students shared their voice and participated in the survey. Panorama has deployed the EES Survey since 2019.

Student Social-Emotional Learning Survey: The Student SEL Survey includes students in grades K-12 to provide perception data on key CASEL-aligned competencies. For grades 3-12, students answer questions about themselves three times a year. For grades K-2, teachers answer questions on behalf of students which effectively provides the teacher perspective of a student's SEL development.

In the 2021-22 SY surveys were given in the fall, winter, and spring. For the fall, about 97,550 students and 33,320 teachers participated. This past winter, about 89,350 students and 33,250 teachers responded.

The chart below shows the important correlations between SEL and student outcome (note: this is national.)



Fall and Winter Survey Result Alignment to the 3-1-1

Student Attendance: According to [national research](#), the two school climate factors that have the highest correlation to student attendance are Student-Teacher Relationships and School Safety.

	Grades 3-5- % Favorable		Grades 6-12- % Favorable	
Student- Teacher Relationships	81%	▼ 1%	64%	▼ 4%
School Safety*	64%	▼ 7%	59%	▼ 11%

*Delta reflect the change between EES 2022 and EES 2021. The decrease highlights a change from virtual to in-person learning.

Student Academics: According to [national research](#), the two SEL competencies that have the highest correlation to student academics are Self-Efficacy and Self-Management.

	Grades K-2		Grades 3-5		Grades 6-12	
Self- Efficacy	58%	▲ 6%	58%	▲ 4%	46%	▲ 2%
Self- Management	55%	▲ 6%	71%	▲ 1%	69%	▼ 1%

*Delta reflect the change between the SEL -Winter 2022 and SEL- Fall 2021.

Student Social-Emotional Learning: Students reported growth between the Fall 2021 and Winter 2022 survey in their perception of SEL in at least four out of seven topics measured.

	Grades K-2		Grades 3-5		Grades 6-12	
Emotion Regulation	79%	▲ 5%	52%	▲ 3%	49%	▲ 2%
Grit	62%	▲ 7%	61%	▲ 3%	55%	▲ 1%
Growth Mindset	*Topics not measured		55%	▼ 1%	49%	— 0%
Sense of Belonging			74%	▲ 1%	45%	▲ 1%
Social Awareness	55%	▲ 6%	69%	— 0%	61%	— 0%

*Delta reflect the change between the SEL -Winter 2022 and SEL- Fall 2021.

Staff Well-Being: Panorama and HDOE are partnering together to collect teacher wellness information in an Adult SEL Survey. Results from this survey will be available in June 2022.



Prioritizing SEL in Our Schools

HIDOE remains committed to ensuring the 3-1-1 priority areas are uplifted and implemented with fervor to support Hawaii's students by engaging the tri-level support system to promote SEL practices and interventions within the Hawaii Multi-tiered System of Support. These integrated practices foster a culturally responsive and equitable system to ensure positive outcomes for all students through a layered continuum of supports and evidence-based practices

Examples of SEL Priorities and Resources:

Hawaii School Social and Emotional Learning (SEL) Guide	This is an SEL guide that is grounded in HĀ: Nā Hopena A'o that provides users a process to engage in common understanding of SEL and considerations for SEL implementation in the context of their schools and communities.
SEL Resources for Parents, Families, and Educators	SEL and trauma-informed resource list provides parents, families and educators with a plethora of information and strategies to strengthen SEL skills and mindsets.
Aloha Training Series	A training series was provided to complex area and school leaders to promote a safe and supportive learning environment.
Panorama Training Series: ● Getting Started with Panorama for Student Voice ● Taking Action of SEL Data: Listening to Student Voice ● School-Level (Tier 1) Data-Inquiry with Social-Emotional Learning Data ● Student-Level (Tier 2) Support Planning with Social-Emotional Learning Data ● Family and Community Conversations on SEL Data ● Embedding SEL Data into Practice ● Embedding Student Voice Data into Practice ● Equity-Centered Data Analysis for Student Voice	In partnership with the Department, Panorama Education provided a plethora of professional development sessions for all educators across the state. Recorded sessions and resources have been made available on a resource hub for educator access.



Prioritizing SEL in Our Schools

HIDOE remains committed to ensuring the 3-1-1 priority area are uplifted and implemented with fervor to support Hawaii's students by engaging the tri-level support system to promote SEL practices and interventions within the Hawaii Multi-tiered System of Support. These integrated practices foster a culturally responsive and equitable system to ensure positive outcomes for all students through a layered continuum of supports and evidence-based practices

Examples of SEL Priorities and Resources (Continued):

SEL/Trauma Vendor List	The SEL and trauma-informed vendor list assists complex areas and schools to procure SEL and trauma-informed vendors that best meet their needs.
SEL/Trauma PD Fund Opportunity	Schools were given the opportunity to apply for SEL and trauma-informed funding. All twenty-six school applicant's projects were funded.
Positive Behavioral Interventions and Supports (PBIS) Professional Development Opportunities • PBIS with an equitable focus on student behavior • PBIS integration with SEL and HMTSS • PBIS - Tier 1 implementation session	Professional development and support for PBIS was provided for complex areas and schools.
The Instructional Suspension Learning Alternative (ISLA) Model for Positive Behavioral Interventions and Supports (PBIS) Pilot Program	This is a pilot program that offers the participating schools an opportunity to implement systems and practices that provide alternatives to exclusionary discipline.

For each approved fiscal plan activity please find a brief synopsis of the:

- status of implementation;
- achievements/accomplishments;
- challenges/impediments; and,
- next steps.

Health and Safety

39689 - ESSER III - School Health Support Positions

Through a Memorandum of Agreement (MOA) between the Hawaii State Department of Education (Department) and the University of Hawaii at Manoa School of Nursing and University Health Partners, a total of 107 School Health Support Staff (SHSS) have been hired to support COVID-19 response efforts in schools. These personnel are health professionals and include Medical Assistants, Certified Nursing Assistants, and Community Health Workers. All SHSS are clinically supervised by nurses at the complex level.

The recruitment, hiring, and training of 107 SHSS has been a major accomplishment. All SHSS have HIDOE gmail accounts and access to the Infinite Campus Health Module to facilitate the maintenance of student health records.

While the intent was to provide each school with a SHSS, some schools have opted not to have one. We think this is because a variety of personnel options have been developed during this school year to support COVID-19 response efforts at schools and complex areas. It has also been difficult to fill positions in some areas of the state, most notably in West Hawaii and Hana-Lahainaluna-Lanai-Molokai complex areas.

There will be on-going training and technical assistance for newly hired SHSS this school year. Additional hiring will be postponed until next school year.

39745 - ESSER III - Student Health - Services Needs Assessment

A MOA with the University of Hawaii (UH) Office of Public Health Studies is in process.

The Principal Investigator has been identified and there have been several planning meetings with the UH and the Procurement and Contracts Branch (PCB) to develop the scope of work and related materials. In January 2022, the Department launched a new digital student health record system that is integrated within Infinite Campus and will facilitate better statewide surveillance of student health needs in relation to academic indicators such as attendance and grades.

Competing priorities have been the greatest challenge with on-going efforts to respond to COVID-19.

We are in the final stages of developing the formal agreement between the Department and the University of Hawaii.

39699 - ESSER III - Complex Area - Safe Return to School

The Complex Area Superintendents are using their allocated federal relief funds to reengage educators and students in teaching and learning and to mitigate the negative effects that the disruption to in-person learning had on student achievement. Complex Area Superintendents are beginning to shift their use of funds to focus on addressing academic learning loss as the need to address the public health emergency lessens. Complex Area Superintendents will continue to shift their use of funds as the needs of their schools and students evolve.

39746 - ESSER III - Systemwide Strategic Support - Healthy Habits

This program will fund one healthy habits position in each Complex Area for fiscal years 2023 and 2024.

Social Emotional Learning

39747 - ESSER III - Student Wellbeing - Summer Mental Health Supports

The Department strives to provide an integrated system of care, inclusive of all students so they may benefit from their education and thrive as productive citizens of Hawaii. As part of the Department's effort to prioritize and address social, emotional, behavioral, and mental health needs of students, the Department provided Summer 2021 funding for school counselors and social workers to be able to continue providing supportive services throughout the summer and to prepare for the upcoming school year.

During summer extended learning and enrichment opportunities programming, school counselors and social workers may provide additional expertise and support with social, behavioral, emotional, and mental health needs necessary to maximize the conditions for learning at the school, classroom and individual student level. In planning for summer 2022, the Department is once again providing funding for school counselors and social workers to deliver summer programming support and planning for the school year.

A survey was sent to all principals at the close of summer of 2021. The survey was designed to capture perception of the impact the program had on students and evaluate the effectiveness of the additional school counselors during the summer program.

Survey data served to provide evidence about the impact school counselors had on planning for returning to full in- person learning for the school year 2021-2022, and/or student achievement. Survey data indicated that principals perceived an increase in student support, more articulated planning for the upcoming school year, greater access to direct services to students and families, with particular attention to vulnerable and transient students as well as overall satisfaction with the programming. Principals requested this opportunity continue to be available next summer.

At this time there have been no identified challenges or impediments in implementing this initiative.

The Department is currently in the process of planning summer programming for 2022. The Department has received a request for 116 schools to be funded to support summer employment for school counselors. Moreover, the Department has a process in place to disseminate information to principals regarding timelines, summer employment procedures, payroll, appropriate summer duties, and other implementation procedures. The funding allocation methodology is such that funds will be distributed directly to schools that have requested to participate in the summer school counselors program. The Department has also refined its data collection methodology so that support provided to students can be captured efficiently.

39748 - ESSER III - Student Well-being - Enhanced Management System and Services

Status of implementation

1.02.1: School Based Behavioral Health (SBBH) Student Identification and Access
The Office of Student Support Services (OSSS) is in the final stages of the request for proposals (RFP) development for the School Based Behavioral Health (SBBH) Student Identification and Access System.

1.02.2: Intensive Mental Health System and Service

Short-term mental health services secured through Hazel Health Systems. Contract approved April 5, 2022 and implementation planning meetings with OSSS and Hazel Health are ongoing. Additionally, the office is in the process of developing training and communication resources.

1.02.3: School Based Behavioral Health (SBBH) Student Identification and Access System (Mobile App for Students)

A workgroup was established and met on March 3, 2022 for the development of the SBBH Student Identification and Access System (Mobile App for Students). A scope of work for RFP has been drafted.

1.02.4: Trauma-Informed Professional Development and Technical Support Trauma-informed modules and certification process are in the proposal stage.

Currently, all program areas are in development.

Challenges/impediments include:

1.02.1: School Based Behavioral Health (SBBH) Student Identification and Access System Initial delay in identifying appropriate methods to procure services. Challenge mitigated.

1.02.2: Intensive Mental Health System and Service

In progress, no current challenges to report.

1.02.3: School Based Behavioral Health (SBBH) Student Identification and Access System (Mobile App for Students)

In progress, no current challenges to report.

1.02.4: Trauma-Informed Professional Development and Technical Support

In progress, no current challenges to report.

Next steps:

1.02.1: School Based Behavioral Health (SBBH) Student Identification and Access System

Review and route RFP for Attorney General (AG) approval.

1.02.2: Intensive Mental Health System and Service

Informational sessions planned for administrators and appropriate school staff on April 19, 2022. Information session to provide guidance regarding the school's options for delivery of service, the referral process, and how Hazel Health Inc aligns with the Hawaii Multi-Tiered System of Support. Service availability targeted for May 2022 and based on a soft roll-out plan.

1.02.3: School Based Behavioral Health (SBBH) Student Identification and Access System (Mobile App for Students)

Student focus group to review and provide feedback on the proposed scope of work scheduled for April 23, 2022. RFP to be drafted utilizing feedback from OSSS workgroup and student focus group.

1.02.4: Trauma-Informed Professional Development and Technical Support

Procure services to develop culturally relevant modules and certification ToT series.

39692 - ESSER III - Social Emotional Learning: Trauma Informed Care Services

The Compassionate Ko'olaupoko team has steadily implemented targeted goals of providing trauma-informed training to school staff alongside SEL tools which allow school teams to strengthen a community of care.

A District Educational Specialist was hired as of March 1, 2022 and they have begun collaborating with the Office of Hawaiian Education and community leaders in order to provide culturally relevant, strength-based, trauma-informed training to schools.

Prior to hiring the DES, the team provided training to educators in trauma-informed care via Grace Dearborn entitled, "Teaching with Trauma in Mind: Building Resilience with Challenging Students." Carolyn McKanders was also contracted to provide an Adaptive Schools training on March 7, 2022. In addition, the team set up a monthly speaker series, book talks and community work days in order to engage multiple stakeholders.

In order to increase counselor skill sets, Sierra Dew of Wisdom Circles has been contracted to provide three, half-day summer workshops that will focus on increasing students' sense of connection and belonging by utilizing art and 'aina-based strategies grounded in Native Hawaiian values as represented in the HĀ framework.

In addition, Panorama modules were purchased and training has been provided on the Student Success platform with intervention planning, progress monitoring, and differentiated follow up provided for schools as needed.

Education Incubator was contracted to train and facilitate a Design Thinking process with an SEL lens which has allowed school teams to identify and design SEL programs while keeping in mind their unique campus strengths and challenges.

The initial training in trauma-informed care has provided many educators with an awareness of Adverse Childhood Experiences (ACEs) and the impact of toxic stress on the physical, social, emotional, and cultural health of our students and families. With this awareness, school teams appear to be shifting their beliefs around student behavior and needs, and have been motivated to find ways to increase protective factors on campus. The Panorama training has provided the school teams a means to measure and attend to the needs of students who report low scores on protective factors such as feeling safe, connected, and a sense of belonging, as well as the ability to regulate emotions. The combination of trauma-informed training, Panorama's SEL surveys and strategies, and Educator Incubator's SEL Design Thinking training has been a highlight of the project. School teams prioritized time to review their Panorama data, then observed, empathized, and designed strategies specific to the strengths and challenges of their campus. The schools who participated in the Design Thinking process expressed appreciation for the guidance and opportunity to hear what other teams had found helpful. For instance, a school team designed school-wide initiatives based on the Aloha Response, while another team created interventions to increase a sense of joy in order to combat toxic stress and build connection. Another school developed a comprehensive plan to implement the HÅ framework with their intermediate school, with the initial focus being on developing a bridge program.

One of the challenges the project has encountered is the expressed exhaustion of school staff secondary to the challenges of Covid-19 over the last two years. We understand that educators are struggling with balancing the pressure of trying to play catch up on academic targets while managing their own stress and learning new skills to address the critical SEL needs of our students. Trauma informed training has to take into account the fact that many of our educators also have high ACE scores which impact them on a daily basis. Therefore, training needs to be sensitive to this reality, and we need to find ways to build protective factors for all.

Secondly, due to the demand on a limited number of counselors employed on campuses, finding time to provide training to counselors is a challenge. Many schools have a single counselor with multiple duties that cannot be replicated by a teacher substitute.

Finally, although our school team has been creating life-changing programs on their campuses, we realize that in order to address intergenerational, cultural trauma, it will require time, resources and community partnership. We need to listen closely and take the time to build trusting connections with families and community partners in order to make reliable intergenerational gains.

The Compassionate Ko'olaupoko steering committee meets regularly to review goals and progress. They intend to continue with the three-part strategy of offering trauma-informed training and consultation, Panorama tools, and Education Incubator's Design Thinking support to empower our school teams to find solutions that work for their campuses. Since so many schools have multiple needs, the program intends to hire a Resource Teacher with experience in culturally sensitive, trauma-informed and restorative school practices to assist the team in training and supporting educators and collaborating with community stakeholders. The program is committed to listening to the community via school teams and the advisory committee in order to align with community strengths and goals.

Accelerated Learning

39735 - ESSER III - Students with Disabilities - Supports and Services

On January 13, 2022, Program ID 39735 ESSER III federal funds in the amount of \$1,800,000 in "T" funds were allocated to each Complex Area for schools including Public Charter Schools to provide opportunities and services to address learning/skill loss or lack of expected progress as documented in each student with a disability (SWD's) COVID Impact Service Plan. Funds were allocated based on IDEA child count. Opportunities and services shall be provided after school hours which means after school, weekends, evenings by Hawaii Department of Education (Department) staff and/or contracted personnel.

As of April 4, 2022, there were 454 SWDs who have a COVID Impact Service Plan. The intent of this program is to provide high quality education including specially designed instruction and related services to SWDs quickly and with enough intensity to get them to where they should have been but for the instructional interruptions. Examples of COVID Impact Services provided include but are not limited to the following:

- Related services (i.e., speech language therapy, occupational therapy, physical therapy, transportation, Applied Behavior Analysis etc.)
- Educational services (i.e., individual/small group tutoring, online synchronous/asynchronous programs etc.)

All schools reopened to in person services and therefore the anticipated challenge was the expectation that there would be an increase in the identification of SWDs needing COVID Impact Services. COVID Impact Services is based on individual students need as determined by the Individualized Education Program (IEP) team making it difficult to estimate the final cost of this program. Although it appears that COVID has subsided somewhat and the education community has adjusted accordingly, it should also be noted that IEP teams will continue to review each SWD's learning loss needs when there is a disruption to education which will require ongoing resources.

Prior to the allocation of Program ID 39735 ESSER III federal funds, Complex Areas used other funding sources to pay for mandated COVID Impact Services. Complex Areas will be reminded Program ID 39735 ESSER III federal funds are available for this purpose. If data indicates Program ID 39735 ESSER III federal funds are not needed because SWDs no longer require COVID Impact Services which is the ultimate goal or other funds have been earmarked to pay for these services, Program ID 39735 ESSER III federal funds will be pulled back and repurposed. The Department will continue to monitor the use of Program ID 39735 ESSER III federal funds and inform Budget if the need no longer exists, hence repurposing is appropriate.

39736 - ESSER III - Student with Disabilities - Statewide Professional Development and Training

The Department has secured participation for this initiative of four Complex Areas (CA): Kauai, Hilo-Waiakea, Aiea-Moanalua-Radford, and Hana-Lahainaluna-Lanai-Molokai. These CAs are in the process of hiring dedicated literacy coaches to begin training for the initiative to support classroom teachers on July 1st, 2022. In preparation for the launch of this initiative, Early Childhood specialists are currently completing the Early Literacy LETRS program (a professional development program on effective language and literacy instruction), and systems are in place for the delivery of additional professional development for CA literacy coaches in Summer 2022 and Fall 2022. ESB has worked collaboratively with partners at WestED and American Institute for Research to develop a plan for providing training on effective coaching strategies to build the capacity of CA literacy coaches to successfully support classroom teachers. A *Language and Literacy Implementation Handbook* was developed to ensure CAs understand the expectations of participating in this initiative and receive appropriate support to leverage this initiative to improve classroom instruction and student outcomes. A kick-off orientation was provided for participating CAs to review the purpose and implementation of the initiative on April 12, 2022.

In preparation for this initiative, the Department has provided a cohort of Early Childhood specialists with professional development on effective language and literacy instruction utilizing the LETRS Early Literacy program. A plan of action has been developed for initiative implementation and completed allocations of 39736 funds.

An anticipated challenge is the potential demands on teachers' time as they complete a professional development program concurrent with their teaching obligations. We are mindful of this challenge and are creating a schedule for professional development that addresses the simultaneous demands of teaching and participating in an ongoing training.

As previously stated, CA literacy coaches will be hired by July 1, 2022. Over the summer, the literacy coaches will complete the LETRS Early Literacy training, and

receive additional training on specially designed instruction and IEP development. In Fall 2022, the literacy coaches will complete Coaching Training, LETRS Volume 1, conduct 120 hours of classroom application and observation, and provide coaching on effective language and literacy instruction for targeted special education teachers. In addition, the literacy coaches will host a minimum of 3 parent trainings on home literacy for students with disabilities. In Spring 2023, classroom special education teachers will begin their professional development on effective language and literacy instruction, with ongoing embedded coaching support from CA literacy coaches. The initiative will add additional cohorts over the next three years.

39686 - ESSER III - SUMMER LEARNING HUBS 2022

A total of \$11,900,000 will be allocated for Summer learning hubs expenses. \$11,500,000 of the \$11,900,000 is earmarked to the 15 complex areas. The complex areas requested funds for their schools and after initial planning, \$11,305,607 will be allocated to the 15 complex areas to fund the Summer learning hubs that their area schools will be offering to their students. The additional \$194,393 will be used to cover unexpected additional requests and shortfalls from the complex area schools. In addition to the surplus, the program manager requested \$200,000 in anticipation of the pay rate increase for part time teachers who will be teaching in the learning hubs. The final \$200,000 will be utilized for other specialized Summer programs like athletic camps and student internships, as well as providing support to other state offices. Cross state offices have been meeting twice a month to coordinate support efforts and implementation is progressing on schedule.

In 2020, the Summer programs provided for 20,719 students and hired 5,033 personnel. The total expenditures including other programs besides the learning hubs was \$11.76 million. In 2021, the Summer programs provided for 26,272 students and hired 6,863 personnel. The total expenditures including other programs besides the learning hubs was \$14.95 million. This year's participation and expenditures is expected to surpass the previous year's totals. Complex areas have submitted summer learning hub plans and are in the process of finalizing details.

The major concern for the program was to provide sufficient funding for the schools because of the trending increase in the number of students and personnel as well as the anticipated increase in pay for the part time teachers. However, we were able to request and receive an additional \$200,000 to meet additional requests and shortfalls in the event the learning hubs require more funding.

Funds will be forwarded to the complex areas to provide funding for the schools' learning hub expenses. Schools will be inviting and registering prioritized students to participate in their programs, and including others for available seats. Official summer schools will

begin registration and these programs will be open to students across the state. 92% of schools are offering some type of learning opportunity for students.

39765 - ESSER III - Kindergarten Summer Start 2022

The 2022 ESSER III Kindergarten Summer Start program has begun implementation. A memo was posted on January 31, 2022, to announce the registration period for schools to participate in the program. 97 elementary schools have registered to participate in the program. The budget allocation of 1.79 million was received.

The 2021 Summer Start program provided funds to support 82 schools with a kindergarten transition program and the opportunity to connect with families and their incoming kindergartners before the beginning of the school year. More than two-thirds of the participating schools were Title I schools, with a high concentration of students from low-income homes.

The program demonstrated a positive impact on the participating students, families, and teachers. From the feedback surveys:

- Families responded that the program helped their children become acclimated to going to school daily.
- Teachers reported that by the end of the program, the students were more confident and independent; were following the classroom rules and routines; completed lessons with minimal support; and interacted with the teachers and peers.
- Both families and teachers voiced strong support for the future implementation of the program.

For some schools in the 2021 summer start program, finding staff to implement the program was a challenge and in some cases had to cancel their participation. In 2022 more schools have registered for the program which may indicate staffing may not be an issue.

The next steps for the program include the following.

- Issue communication to the participating schools regarding the program requirements, teacher orientation, and relevant information.
- Distribute funds to the participating schools.
- Release the online information modules for the principals and points of contact participating in the program.
- Release the online orientation modules for teachers and staff participating in the program.
- At the conclusion of the program collect parent surveys, teacher feedback, student attendance, and General Learner Outcome ratings.

39766 - ESSER III - Summer Student Transportation 2022

The program is in the process of projecting demand and will begin coordinating transportation needs in advance of the 2022 summer programs.

39767 - ESSER III - Summer School 2022

Official Summer School will be implemented from June 3-July 18, 2022.

The Program has completed site identification, 16 official summer school sites (same as 2021) and is in ongoing communication with district coordinators and summer school directors about guidelines and procedures for implementation.

Issues of concern include budgeting for the approved increase in PTT rate as well as assisting schools with clarifying various summer learning opportunities and funding sources.

The program will be issuing funding allocations to all schools and continue communication about data collection procedures, personnel procedures and scheduling site visits.

39687 - ESSER III - Rigorous Out of School Time Enrichment Activities (1% / \$4,13m requirement)

An application for OST-ESSER funding was issued on September 10, 2021. All HIDEOE schools (excluding charter schools) were eligible to apply for funding based on student population. Between \$20,000 and \$150,000 per year was made available for afterschool and summer programs. An evaluation panel was convened to read and score applications. In December 2021, \$2,815,430 was awarded for school year and summer programs during SY21/22 and SY22/23. Of the 18 schools that were approved and received OST ESSER III funding, 14 began their program in January 2022. Attendance tracking procedures were provided to subgrantees. Each program is beginning to gather and input required information in a Google Shared Folder. A site coordinator meeting is planned for April 12, 2022 to review reporting requirements.

A competitive Application Guide was designed and distributed statewide. A diverse panel of OST experts read and evaluated the applications. Funding was distributed in December 2021 and OST programs started in January 2022. This new program issued OST ESSER III funding for 18 schools that met the application criteria. Each school provided in-depth information on the following: Program Design, Student Support, Safety and a detailed Budget Narrative. The OST ESSER program is designed to meet program objectives in student attendance, enjoyment, academic improvement, and decreases in days absent from school and the number of behavioral incidences. Data

collection and reporting requirements have been established to address program objectives and to determine program effectiveness.

A challenge to the OST ESSER program is the proposed revision to the PPT pay rate. Because budgets were planned for two school years, should these rates go into effect, all budgets will need to be revised. The proposed increase of between 15% and 47% for PTTs is estimated to result in a shortfall of between \$200,000 and \$850,000 for summer 2022 and SY22/23. Similar impact will result if the pay rate is extended beyond SY22/23. As of the drafting of this summary, the Department is anticipating using ESSER ARP contingency funds set aside in the Fiscal Plan to address this added expense.

A site coordinator meeting is scheduled for April 12, 2022 where the attendance recording and reporting procedures will be reviewed. Spring attendance reporting is due June 30, 2022 and summer attendance reporting is due August 31, 2022. Triannual program reports are due at the same time. Program evaluation reports for each school and statewide OST programs will be issued once the smarter balanced assessment results are finalized in October 2022. All programs funded in the first application round will be operating by this summer. The program leads will be meeting with each school's site coordinator and/or fiscal lead to answer any questions regarding their program's budget, required submission of documentations (attendance forms, etc.) and any other necessary program revisions. A second application, if approved, is planned to be issued on April 15, 2022 and awarded by July 2022 for programs to begin next school year. Site visits will be planned for summer programs.

39684 - ESSER III - Reading Professional Development

A memo dated March 25, 2022 was posted on Memos and Notices on April 1, 2022. The memo included an application for complex areas to submit their plans on how the LETRS course will support their complex area initiatives and change in teacher practices. Applications are due by April 22 and selection will be made in May. Selected complex areas will begin the course in August 2022 with the final competition date of June 2024. In early February, a Complex Area interest survey was sent and provided some preliminary information on the course and complex area leads began to share with teachers. Majority of the complex leads had gone through the Department-sponsored LETRS course and were able to speak about their experiences of new learnings and growth.

The LETRS course training was initially implemented in SY 2020-21 with the intent of building the knowledge and skills in early reading of the complex area literacy leads. In SY 2021-22, the trained complex area leads facilitated PDE3 LETRS courses for teachers. Feedback from Complex area leads and teachers was overwhelmingly positive. They also shared that the course was very rigorous and challenging as much of the information was not taught in their teacher preparation programs; however, they felt that it greatly benefited their professional skills.

Commitment of teachers to the LETRS course for two years is an expected challenge as previous course implementation found that teachers are willing to commit early on but as the course begins, circumstances arise that prevent them from participating in the course. With that knowledge, complex areas are asked to create a waitlist for those interested in the course that will allow dedicated spaces to be filled. In addition, complex area leads have worked directly with school administrators to ensure support is provided along with complex area supports.

Upon receipt of the complex area applications and selection, complex areas will be contacted. A purchase order has been created and will be submitted once all applications are reviewed to ensure an accurate count. The Department sponsored PDE3 courses will be set-up for each complex area with leads serving as section instructors. We will continue to provide support through regularly scheduled meetings to ensure complex area leads are able to monitor and support their teachers.

39685 - ESSER III - Math Professional Development

A memo was published, dated February 14, 2022, inviting all complex areas (CA) to submit a proposal for ESSER III Math PD funds, and announcing a technical assistance session that was held on February 25, 2022. The deadline to submit proposals is April 14, 2022 for a \$100,000 allotment per CA, and CAs are also invited to request a second allocation should there be funds available after the initial deadline.

While we are awaiting the submission of proposals, the state-level Math Team has also been working on creating a vendor list from which CAs and their schools can request services to support their Math PD efforts. The list is anticipated to be available at the end of May or early June of 2022.

One small challenge observed during this application period includes the desire to vie for additional funding to support the complex area needs.

Review of proposals will take place during the week of April 18-22, with funding being awarded soon afterwards. In addition, we will need to clarify and communicate the expectations for the measures required by all who participate. The state math team will coordinate quarterly meetings for all participating CA to share their progress, network, and receive additional PD as necessary or requested.

39749 - ESSER III - Middle School Leadership Coordinator

Coordinator Position Description and forms to request-to-fill the position have been completed and will be submitted to begin the recruitment process.

Active recruitment to fill the position will begin after the creation of the position is completed.

39750 - ESSER III - State Online Learning Programs

A learning management system has been selected and a plan for implementation has been developed.

Contracts for the online content providers are currently being negotiated and a review of the content is being organized.

Onboarding training to navigate the Learning Management System platform and implementation tools for users will be provided. Professional development opportunities will be ongoing. Additional supplemental activities and lessons to compliment the purchased curriculum will be developed.

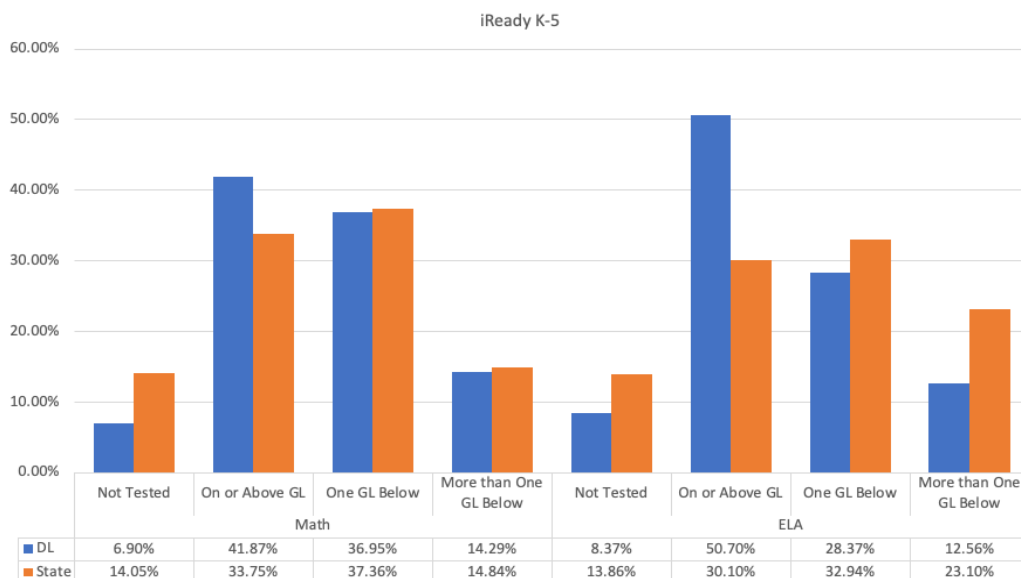
A communications plan including the Learning Management System benefits and implementation procedures has been developed.

39740 - ESSER III - Distance Learning

The state distance learning program is preparing for year 2. The program is expanding to accommodate 774 students. The program is bringing on counselors and other support staff to meet the needs of students.

The program is also planning for year 3 and soliciting feedback from stakeholders.

The current state DL program has an enrollment of 478 students. On the latest iReady benchmark test the students in the state DL program are doing as well as their peers. In elementary school students are scoring 20% higher in ELA and 8% higher in math than their peers.



Two areas of concern are attendance and student engagement. The program's current absentee rate is 11%, though lower than the statewide average, much higher than the pre-COVID data. Our empathy survey showed that a lack of social interaction and an effective online curriculum point to the overall problem of engagement. Our students struggle with the sense of belonging and engaging during synchronous classroom time.

The program is currently bringing on staff based on the needs of the empathy survey. Next year, the program will have coaches, clerical and counselors to better service the needs of both the staff and students. The program is also looking to support all schools by developing virtual options.

39683 - ESSER III - Kaiapuni Distance Learning Programs SY2021-2022 thru SY 2023-2024

The State Kaiapuni DL program is:

- Currently serving 81 students
 - 94 students enrolled at one point in the Kaiapuni DL program.
 - Slight but insignificant decline in enrollment as some students have transitioned back to in-person learning.
- 16 kumu of record and collaborations with UH for Early College/Dual Credit courses and Community Based Organizations to increase 'Ōlelo Hawai'i learning opportunities
- The program includes synchronous, asynchronous learning experiences, as well as opportunities to learn from community partnerships (i.e. Early College, community partners as educators, increased availability to expert knowledge in target language, etc.)

Accomplishments include:

- Program availability to serve those desiring a virtual option for learning during COVID
- Flexibility of learning design to meet student needs
- Address Kaiapuni access issues during COVID
- Increased inter-office collaboration and engagement with stakeholders

Challenges/impediments to programming include:

- Lack of licensed 'ōlelo Hawai'i proficient teachers
- Increased demand for Kaiapuni education access
- Procurement requirements
- Preserving the context of Kaiapuni education through virtual learning

The Office of Hawaiian Education is currently planning for and designing the State Kaiapuni DL program for SY 2022-23. Our focus will be to:

- Explore ways of improving and innovating current Kaiapuni educational programming
- Continue collaboration with Kaiapuni principals and inter-office personnel.
- Align a timeline for rollout of the SY 2022-23 Kaiapuni DL Program with the English program.

39691 - ESSER III - Student Engagement Cyber Security Equipment

The program has begun purchasing equipment for the cyber security program.

39695 - ESSER III - Complex Area Proposals - Learning Loss - Attendance

The Complex Area Superintendents are using their allocated federal relief funds to re-engage educators and students in teaching and learning and to mitigate the negative effects that the disruption to in-person learning had on student achievement. Complex Area Superintendents are beginning to shift their use of funds to focus on addressing academic learning loss as the need to address the public health emergency lessens. Complex Area Superintendents will continue to shift their use of funds as the needs of their schools and students evolve.

39696 - ESSER III - Complex Area Proposals - Learning Loss - Academics

The Complex Area Superintendents are using their allocated federal relief funds to re-engage educators and students in teaching and learning and to mitigate the negative effects that the disruption to in-person learning had on student achievement. Complex Area Superintendents are beginning to shift their use of funds to focus on addressing academic learning loss as the need to address the public health emergency lessens. Complex Area Superintendents will continue to shift their use of funds as the needs of their schools and students evolve.

39751 - ESSER III - Systemwide Strategic Support - Effective Academic Practices

Although the funding is scheduled for the school year 2022-2023, the position descriptions for both the state level specialists as well as the 15 complex area specialists have been completed and submitted to begin the recruitment process.

Active recruitment to fill the positions will begin after finalizing the creation of all 16 positions. The recruiting will commence separately from the state office and the 15 complex areas.

Other Education Stabilization Responses

39752 - ESSER III - School Food Service Shortfall Placeholder

The program is continuing to evaluate its cash flow. It has not needed to utilize the ESSER III funds as of yet.

39754 - ESSER III - Quarantine While Traveling Related Expenses

The Department has not incurred any costs relating to the quarantine work-related travel; however, the funds are available should the need arise.

39698 - ESSER III - Complex Area Proposals - Staff Well Being

The Complex Area Superintendents are using their allocated federal relief funds to re-engage educators and students in teaching and learning and to mitigate the negative effects that the disruption to in-person learning had on student achievement. Complex Area Superintendents are beginning to shift their use of funds to focus on addressing academic learning loss as the need to address the public health emergency lessens. Complex Area Superintendents will continue to shift their use of funds as the needs of their schools and students evolve.

39688 - ESSER III - Administrative Costs and Emergency Needs (evaluation, fiscal staffing)

To date, two of the three positions intended to be supported with these funds have been hired. The fiscal position and the data position have been filled and making significant and positive progress with budgeting, monitoring, and addressing federal compliance matters.

The third position that was intended to serve as an education program coordinator remains unfilled, despite having been through two rounds of job posting and interviews.

The work of the ESSER support team will continue to expand as the team takes on more and more of a leadership and coordinating role in the implementation of the ESSER Educational and Fiscal Plans.

39681 - ESSER III - Charter Schools distribution for COVID impacts (FB2021-2023)

Following the August 19, 2021 BOE approval for the allocation of 1/2 of the Charter Schools' pro-rata share of the ESSER ARP award, the Department allocated \$13.8 million of ESSER ARP funds to the Charter Schools on September 17, 2021. Per the requirements of HRS 302D-28, "Federal funds received by the department for charter

schools shall be transferred to authorizers for distribution to the charter schools they authorize in accordance with the federal requirements.”

Unlike the prior allocations made to charter schools for ESSER I & II funds, in which the Department provided charter schools with an equivalent share of discretionary Department of Defense (DoD) Supplement to Impact Aid funds and Impact Aid funds, for the ESSER ARP allocation the charter schools were provided ESSER ARP funds. Unlike the DoD and Impact Aid funds for which the Department has already received the payments in full, ESSER ARP funds are subject to federal drawdown requirements that limit funds to be accessed on a reimbursement basis. The Commission therefore will be coordinating the submission of drawdown claims on behalf of the charter schools as they do for federal grant programs such as Title I.

ESSER III - Budget Offsets

The budget offset uses approved by the Board are being centrally managed by the Office of Fiscal Services based on actual expenditures and fiscal year 2022 expenditures will be recorded before the close of the fiscal year as necessary to maximize the utility of expiring federal fund grants and general fund appropriations.



Complex Area ESSER Planning

Campbell-Kapolei Complex Area

Summary

Statewide assessment data for the Campbell-Kapolei (CK) Complex Area indicates that proficiency in English Language Arts (ELA), Math, and Science are academic areas of need.

From the onset school year 2018 -2019 to present, the ELA data shows a decline of roughly 3.8 percentage points. From school year 2018-2019 to present, the math data shows a decline of roughly 12.7 percentage points. From school year 2018 to present, the science data shows a decline of roughly 10.4 percentage points.

Universal Screener data for literacy taken in Dec. 2021 for Elementary students indicated that 33.9% of students were one grade level below and 17.5% of students were two or more grade levels below. For Middle School students, the Dec. 2021 data showed that 18.1% of students were one grade level below, and 31.4% of students were two or more grade levels below.

Universal Screener data for math taken in Dec. 2021 for Elementary students showed that 44.3% of students were one grade level below, and 14.7% of students were two or more grade levels below. For Math, the Universal Screener data in Dec. 2021 for Middle school show that 34.2% of students were one grade level below, and 37.5% of students were two or more grade levels below.

SEL Panorama data in Dec. 2021 indicated the following need areas: Emotional Regulation [52%], Growth Mindset [52%], and Self Efficacy [52%]. The CK schools are currently analyzing that SEL data to provide supports to students that will result in higher percentages on the next SEL Panorama survey that will be administered at the end of SY 2021-2022.

Chronic Absenteeism (students who missed more than two weeks of school) for School Year 2021-2022 is currently at 34.89% out of a total of 16,916 students. were identified as chronically absent during 21-22 SY.

Focus Areas

Based upon current data reviewed, that has been identified by complex area schools, students need to be engaged, empowered and have equitable access to their education. Providing these opportunities will engage students in their education and support then as they build their skills and knowledge

- Increase Effective Academic Practices in Language Arts, Math, and Science
 - Educational Technology
 - Ensure equity of access to daily instruction, lessons, activities, etc
 - Provide opportunities for students to learn in various situations
 - Afterschool and Summer Enrichment Programs
 - Provide engaging, collaborative opportunities to connect student interest with core content areas (ELA, Math, Science)
 - Differentiated instruction and additional learning time to learn and practice reading foundational skills and math.

Complex Area ESSER Planning

Campbell-Kapolei Complex Area



- Responsive capacity building to build teacher efficacy through Professional Development, Stipends, Sub Days to address the following:
 - PBL
 - SEL/Trauma
 - Data analysis process to make informed decisions
 - Differentiating/modifying curriculum
- Personnel to support supplemental programs, tutoring services and mental health services
 - Wraparound services which provide individualized supports for students needs
- Innovative/Engaging Activities
 - Provide engaging, collaborative opportunities to connect student interest with core content areas (ELA, Math, Science) through hands on activities such as Aquaponics/Hydroponics systems; Peace Garden,
- Supplemental Curriculum
 - Resources, supplies, and manipulatives to build a concrete foundational reading/math skills and build upon student inquiry process
- Purchase SEL resources and activities to promote a positive and productive school culture
 - Provide strategies for social-emotional and mental health needs
 - Promote a positive and productive school culture of togetherness
- Social Emotional Learning:
 - Afterschool and Summer Enrichment Programs
 - Provide engaging, collaborative opportunities to connect student interest with core
 - Implementation of school selected SEL programs/strategies
- Utilizing effective practices to increase Attendance by:
 - Increased communication and relations between families and schools.
 - Partnerships with various community groups to support parents
 - Access to before/after school programs and activities in an engaging environment

Current Efforts

Increase Effective Academic Practices in Language Arts, Math, and Science:

Based upon current data reviewed, that has been identified by complex area schools, students need to be engaged, empowered and have equitable access to their education. CK has been providing opportunities through the following efforts:

Purchase educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students.

Provide students with after school and summer enrichment programs that provide engaging, collaborative opportunities to learn performing arts, fine arts and STEM, and address social-emotional development. In addition, differentiated instruction and additional learning time to learn and practice math and reading foundational skills.

Complex Area ESSER Planning

Campbell-Kapolei Complex Area



Teachers receive professional development training (online or in-person in order to address learning loss and work on differentiating/modifying curriculum for students.

Stipends to staff for participating in training and professional development that addresses learning loss

Sub Days will allow for grade levels/departments to collaborate for targeted curriculum planning to analyze student progress in order to address learning loss and work on differentiating/modifying curriculum for students.

Create/support supplemental programs to address learning loss through hiring of school personnel (i.e. teacher/counselor position(s), EA, PTT, PPT, PPE) or tutoring service by an approved vendor.

Innovative/Engaging Activities such as Aquaponics/Gardening Systems that would promote student engagement, problem based learning, critical thinking skills, and application to a sustainable and healthy life. Teachers will have the ability to integrate STEM activities with students and cross into ELA assignments.

Supplies for Makerspace activities to promote student engagement, problem based learning, critical thinking skills, and application for design thinking.

Supplemental Curriculum such as decodable books, resources, supplies, and manipulatives to ensure all students have access to their own hands-on materials in order to build a concrete foundational reading and math skills, while staying safe during COVID. Also to increase student proficiency to address learning loss.

SEL:

The CK Complex Area team has held quarterly PLN's sessions with school-level teams to review SEL data and set goals with enabling activities to reach them. In addition, schools have incorporated an SEL program or SEL-related activities to address students' needs. (i.e Choose Love, Second steps, Character education ect.)

Attendance:

An identified area of need, CK schools support student attendance with frequent communication with parents/guardians and home visits. Schools also offer family events to build school family relationships.

Summer Plans

16/18 CK schools will be offering summer programs to address the CK's areas of focus by offering a wide array of programs types including:

- Credit Advancement (2 School)
- Credit Recovery (3 Schools)
- Enrichment (14 Schools)
- Intervention (2 Schools)
- Remediation (18 Schools)
- Transition/Bridge (10 Schools)

Social Emotional Learning

- 5/18 School providing counseling/Mental health support
- 16/18 School incorporating SEL into their Summer Program

Complex Area ESSER Planning

Hilo-Waiākea Complex Area



Summary

The Hilo-Waiākea Complex (HWCA) consists of 13 HDOE and four Charter Schools. All but two of the HDOE complex schools are Title I, with 78% of students in the Hilo-Waiākea Complex Area identified as **Economically Disadvantaged (ED)**. In SY 19-20, three schools qualified as Community Eligibility Provision (CEP) schools. Subsequently, eight schools are currently identified as CEP this year. A multiple foci approach to address **social emotional learning (SEL)**, **ELL**, **SPED**, **early literacy**, **math**, and **community partnerships** are addressed given the data sets described below.

Hilo-Waiākea Complex Area (HWCA) SY 2021-22 Universal Screener Data and the Panorama Social-Emotional Learning (SEL) Survey data provided insight into where our student needs are both academically and emotionally (higher overall SEL Score correlates with higher GPA). Students demonstrated academic growth from Q1 to Q2, we saw the most improvement for students who were two or more grade levels below in math and English Language Arts (ELA). HWCA also observed a rise in Average Daily Attendance and a decrease in Chronic Absenteeism for All Students as well as Subgroups.

HWCA SY 21-22 Data provides insight into where our student needs are both academically and emotionally. Students demonstrated academic growth from Q1 to Q2 and we saw improvement for students who were two or more grade levels below in Math and ELA.

ELA Fall to Winter Universal Screener Results (iReady and STAR)

Elementary

- 7.2 % decrease in all students two or more grade levels below
- 8.2% increase in all students on or above grade level (for ED students 8.4% increase)

Middle

- 2.3 % decrease in all students two or more grade levels below
- 4.6% increase in all students on or above grade level (for ED students 4% increase)

Math Fall to Winter Universal Screener Results (iReady and STAR)

Elementary

- 10.3% decrease in all students two or more grade levels below
- 11.5% increase in all students on or above grade level (for ED students 11.6% increase)

Middle

- 3.9 % decrease in all students two or more grade levels below
- 8.5% increase in all students on or above grade level (for ED students 8.6% increase)

Attendance

HWCA observed a rise in Average Daily Attendance (Q1 88% and Q2 91%) and a decrease in (Q1 46% and Q2 32%) Chronic Absenteeism for All Students as well as Subgroups.

- HHS - 92% Average Daily Attendance; 27% Chronic Absenteeism
- WHS - 93% Average Daily Attendance; 23% Chronic Absenteeism

Course Marks (High School)

- HHS 86% receiving passing grade in math; WHS 83%
- HHS 82% receiving passing grade in ELA; WHS 91%
- HHS 84% on track for graduation; WHS 88%

Complex Area ESSER Planning

Hilo-Waiākea Complex Area



English Learners (ELs) Growth to Target SY 19-20 to SY 20-21

- 4 out of 13 schools showed an increase in GTT
- 7 out of 13 schools showed a decrease in GTT
- 1 school had no change from SY 19 - 20
- 1 school had no data

The Complex Area supports schools to increase its GTT by providing in-depth, customized summary reports of the WIDA Access test results that identify individual student:

- Baseline scores
- Expected yearly increase
- Years to proficiency
- Expected scale scores

The report is used to identify individual student needs and next steps utilizing the WIDA Can Do Descriptors. Teachers requiring additional support receive individualized instructional strategy support from the Complex Area Resource Teacher

Students with disabilities (SWD):

- In grades 3-11 are meeting proficiency on statewide assessments well below their non-disabled peers (ELA ~12.54%, Math ~11%), 2019.
- In the SIMR population (grade 3 and 4) reading proficiency is between 11% and 12% proficiency. Growth from grade 3-4 dipped by -.5 points, 2019.

The **HWCA SEL Survey data** reveals a need to address secondary students' perceptions of their own social-emotional skills. Progress (grades 3-5)

- Gains in 6 out of the 7 dimensions in gr 3-5 (Fall to Spring)
- Gains in all 7 dimensions when compared to national averages

Challenges (grades 6-12)

- 5 out of the 7 dimensions measured are *below* national averages
- Sense of Belonging, while scoring highest in the elementary grades (3-5), scored lowest in secondary (6-12)
- Despite having the highest gain in self-efficacy, scores still remain in the 0-19th percentile in a national comparison
- Despite showing gains in 4 out of the 7 lowest dimensions all fall within the 0-39th percentile

Focus Areas

- Provide targeted intervention to identified subgroups to address academic areas of need.
 - Purchase of universal screeners for complex area schools-All HWCA elementary and middle schools now utilize a universal screener to track and monitor student growth in the areas of reading and mathematics. Schools are working to align their HMTSS to Interim Superintendent's 3-1-1 and ESSER strategies.
 - Professional learning and coaching on evidence-based literacy practices for all schools, specifically for SWDs, that are increasing student learning growth based on universal screener data.
 - School-wide agreements on mathematical practices and language to include math calculation evidence based-interventions professional learning opportunities for teachers and students with disabilities.
 - Secondary schools continue to offer learning lab availability with tutoring support (Waiākea High) and tutoring to support EL students after school (Hilo High).
 - Out-of-School Time opportunities for students at intermediate schools-Credit recovery, Enrichment and Transition
 - Summer Learning opportunities for K-12 students (*See below*)

Complex Area ESSER Planning

Hilo-Waiākea Complex Area



- Increase SEL support in the secondary grades to address the following Panorama SEL dimensions:
 - Sense of Belonging (lowest scored dimension)
 - Self-Efficacy (lowest scored dimension when compared nationally; 0-19th percentile)

Current Efforts

Academic

IDEA - Spring STEM opportunity for students with Low-incidence Disabilities (17 Schools). Low incidence refers to students with a visual or hearing impairment, or simultaneous visual and hearing impairments, a significant cognitive impairment, or any impairment that requires individualized intervention services provided by professionals with highly specialized skills and knowledge, including students with autism spectrum disorders, traumatic brain injuries, orthopedic impairment, or multiple disabilities. Providing social programs during Spring for students with Autism Spectrum Disorders.

To address disparities between SWDs and their non-disabled peers, a multi-faceted effort to address teacher efficacy through practice-based professional learning with targeted training in evidence-based practices (EBPs) in reading, writing, and math. During the summer of 2021, a summer learning opportunity targeting the Office of Special Education Programs (OSEP) State Identified Measurable Results (SIMR) population for 70 students in literacy and writing EBPs with 10 teachers. Results indicate statistically significant outcomes ($p < 0.05$). Expanding on this intervention, approximately 400 SWDs in grades K-12 have been invited to attend targeted reading, writing, and math interventions this summer '22. Additionally, 100 SWDs with low incidence disabilities have been invited to attend a social skills learning opportunity to address self-determination and self-efficacy in grades 6-12 this summer during a 5-week work-based learning program. Approximately 35 teachers have applied to participate in the week-long intensive training to provide the subsequent 5-week interventions. In keeping with a focus on early-literacy, we have been awarded the literacy and learning grant to focus on PreK-3 literacy with a fully-funded literacy coach for teachers of SWDs through the LETRS program. Partnerships with multiple Universities have expanded to address self-determination, assistive technology, post-high school outcomes, reading, writing, and math, and low incidence disabilities. These Universities include: Illinois, Kentucky, Hawaii at Manoa, and Hawaii at Hilo with over 10 researchers.

Early Literacy - Providing our youngest students with a solid foundation in reading is a priority for H-W Complex Area. To support this effort, elementary schools are provided professional development opportunities on *Language Essentials for Teachers of Reading and Spelling (LETRS)*, *Building Foundational Reading Skills (BFRS)*, *Enhanced Core Reading Instruction (ECRI)*, and *Sonday System*. The complex area has also contracted an early literacy specialist to support the implementation of *BFRS* and *ECRI* and the analysis of progress monitoring data with designated school-level coaches. In examining our universal screener data, HW Complex also recognizes the need to support secondary students struggling with reading. The complex has hired a Literacy Resource Teacher to support secondary schools with their HMTSS to address literacy.

Community Partnership- HWCA has collaborated with Gemini Observatory over the past 18 years to promote STEM/NGSS education and opportunities for students K-12. Scientists worldwide convene annually to capture the imagination of students through STEM/NGSS inspired lessons and career panel presentations. Despite the challenges of the pandemic, this year's Journey program reached roughly 8,000 students from 300 classrooms, with 59 astronomers presenting via virtual "classroom visits"

Math-Accelerate student learning through the Integration of Prioritized Instructional Content, Teacher Clarity and the Data Teams process. The professional development series provided to schools include the:

- Alignment of content and assessments to both Priority Standards and student assessment data;
- Deconstruction of standards establish learning targets, learning progressions, and success criteria;
- Identification of high impact instructional strategies;
- Collecting and analyzing data to inform instruction

In addition to professional development, the Complex Area creates tools and resources to further enhance teacher knowledge and efficacy and also assists schools with data collection and analysis.

Complex Area ESSER Planning

Hilo-Waiākea Complex Area



Social-Emotional Learning (SEL)

The HW Complex in conjunction with KKP Complex has had a long standing relationship in providing coordinated support to all East Hawaii School Counselors (31 schools including public and public charter schools) on SEL, Trauma Informed Practices, Grief and Loss Support and HMTSS through monthly *School Counselor Professional Learning Communities (PLCs)*, *Office Hours*, *School Counselor Newsletters*, and a *School Counselor website* with resources also updated monthly. The HW complex provides quarterly SEL and Trauma Informed Practices PD to schools. All schools have incorporated SEL programs or SEL-type activities to address student needs: *Choose Love (3 schools)*, *Getting Along Together (2 schools)*, and *Second Step (8 schools)*. In our secondary schools where HW SEL Survey data reveals the need to address *Sense of Belonging* and *Self-Efficacy*, the following are examples of SEL supports our intermediate and high schools are providing:

SEL Supports at the Intermediate School Level

Hilo Intermediate-After a PD session with Hilo Intermediate staff on Panorama SEL data, the electives department made it a focus for their data teams; students with a low sense of belonging and intentionally building positive relationships with these students. In addition to this, Hilo Intermediate also provides SEL support through their *Students Working At Greatness (SWAG) program*, *Virtual Family Nights*, *faculty PD on SEL and Trauma Informed Practices*, *Wellness Wednesdays for faculty and staff*, and *Lo'i System (Early Warning System)*.

Waiakea Intermediate-In addition to providing *Second Step* SEL instruction, WIS structures their school to provide students a smooth transition back onto the campus. Each grade level has a designated area for drop offs and pick up, lunch, as well as instruction. With these structures, each child is greeted onto the campus by five adults before entering their first class of each day. All 7th and 8th grade students are provided instruction on *Bullying Prevention* and *Suicide Prevention*, and all students are supported with lessons on SEL. Email communications have also been established between school counselors and students as a method for notifying school counselors when students are in need of counseling support.

SEL Supports at the High School Level

Freshman Academies/Smaller Learning Communities - Hilo High is establishing a Freshman Academy beginning SY 2022-23 to transition students into the rigorous high school setting. Waiakea High currently offers Smaller Learning Communities consisting of a freshman academy and four career academies. Three of WHS's five academies are model academies, one is certified and their freshman academy will be reviewed this month (April '22) for status.

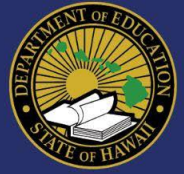
Summer Plans

Hilo-Waiakea Complex Area schools will continue to offer a variety of summer learning opportunities, this summer 2022:

- Summer Start Kindergarten Transition (4 elementary schools)
- Extended School Year for Students with Disabilities (17 schools)
- Alternative Learning Program, Services and Supports (ALPSS) Program (1 high school)
- Counseling and Mental Health summer support (3 elementary, 1 intermediate, 1 high school)
- Summer Learning Programs: Credit Advancement, Credit Recovery, Enrichment, Intervention, Transition/Summer Bridge
- Official Summer School (Focus: Credit Recovery), (1 high school)
- Reading, Writing, and Math evidence-based practices interventions for SWDs in grade K-12 (17 schools)
- Social skill and work-based learning opportunity for students with low-incidence disabilities in grades 6-12, (17 schools)
- Sensory camp for SWD in elementary grades PreK-5
- Technology decommission learning opportunity for students age 18-22 (6 schools)

Complex Area ESSER Planning

Kaimukī-McKinley-Roosevelt Complex Area



Summary

KMR complex area schools consist of 23% of the total HDOE **English Learner** (EL) population in the state. Current data shows that proficiency rates for EL students are below 14% in ELA, Math and Science. The 2020-2021 graduation rate for EL students in KMR is about 57%. KMR **math** data indicates that math proficiency continues to be an academic area of need. From School Year 2018 to present, the data shows a decline of roughly 9 percentage points. Gaps in overall proficiency are evident in transition grade levels and between non-high needs and all subgroups. For **Early Literacy**, the KMR Universal Screener (Winter) data for Early Literacy in Grades 1-3 show there are 1,027 students that are one grade level below and 490 students two or more grade levels below. Only 50% of 3rd graders met ELA proficiency last year, 2020-21.

The KMR complex area has identified four SEL Survey topics as areas of need (Emotional Regulation [47%], Growth Mindset [48%], Self-Efficacy [42%], and Sense of Belonging [43%]) from the most recent Winter Survey. The survey results suggest students are continuing to struggle with finding confidence in their abilities to succeed, along with regulating their emotions on a consistent basis. The results also show that many of our upper grade (6-12) students do not feel they are valued members of the school community.

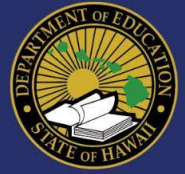
58% of all KMR students were absent 5 or more days from school during SY 2020-21. Of these 7,692 students, 25% of the KMR student body were chronically absent. This means nearly ¼ of all KMR students missed more than two weeks of school. Of concern are our disadvantaged, Micronesian, and Native Hawaiian subgroups who have the highest frequency of chronic absenteeism compared to all other subgroups.

Focus Areas

- Increase Academic proficiency in Early Literacy, Math and overall academic achievement for English Learners by/with:
 - Afterschool academic tutoring programs and personnel;
 - i-Ready diagnostic monitoring, use of toolbox to assess and monitor student progress;
 - Strengthening Tier 1 instruction and use of additional positions for interventions- push in, pull out during the school day;
 - Time for teachers to plan and articulate; and
 - Devices for students and teachers to access materials and curriculum
- Revitalize school connections through SEL/HMTSS with:
 - Before or after school programs (Personalized Enjoyment activities) providing engaging activities like maker spaces, computer science, sports and cultural events;
 - Implementation of school-wide SEL programs;
 - Extended Learning Opportunities to provide enjoyment activities for students to strengthen relationships with teachers and increase sense of belonging; and
 - Whole-child education by resuming instruction in music, Spanish, computer-science/coding, and art to augment classroom instruction.

Complex Area ESSER Planning

Kaimukī-McKinley-Roosevelt Complex Area



- Increase Attendance by:
 - Increasing communication and expanding the sense of belonging with families and schools;
 - Offering before or after school programs (Personalized Enjoyment activities) providing engaging activities like maker spaces, computer science, sports and cultural events; and
 - Partnering with parent and community groups.

Current Efforts

Academic

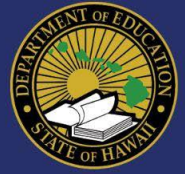
EL- The KMR EL population makes up 23% of the state's entire EL population. We are currently working with West Ed to implement the KMR EL Success Plan across the complex area. Two professional development (PD) sessions for teachers and administrators (1st & 2nd semester) were provided by Tonya Ward Singer based on her book “EL Excellence Every Day.” EL Design Team meetings are held quarterly to allow schools the opportunity to collaboratively plan with the KMR ELLT and WestEd associates using current EL data.

Math- Introduction and beginning implementation of “Building Thinking Classrooms in Mathematics” (BTC) framework with Dr. Peter Liljedahl of Simon Fraser University. PD focused on a series of professional development days dedicated to learning and beginning implementation of the 14 steps of the framework, with additional days dedicated to a cycle of modeling, co-teaching, and observation & coaching with participating teachers at KMR schools as well as the purchase of materials for the implementation of said framework in all participating classrooms.

Early Literacy- Implementation of Story Grammar Marker, a program used in PreK and K to explicitly teach each part of story grammar or expository text structure. Tools are *explicit* in nature, are bright, colorful, multi-sensory, hands-on, kinesthetic tools where teachers scaffold and model with the tools. Children use the tools in their own hands to facilitate working memory and organization. In addition, we are currently gathering individual Early Literacy diagnostic data in i-Ready and Starr to identify learning deficiencies by domains. Through our analysis, the KMR Complex has contracted two Early Literacy vendors (for the SY 2022-23) to provide professional development to our KMR schools in the five essential areas of reading comprehension. The complex area will be hiring an Early Literacy Resource Teacher to support schools with coaching and implementation of these high-quality professional development opportunities.

Complex Area ESSER Planning

Kaimukī-McKinley-Roosevelt Complex Area



Social-Emotional Learning/Hawaii Multi-Tiered System of Support

The KMR Complex Area team has held quarterly Coach Up sessions with school-level HMTSS teams to build understanding of all four of the SEL implementation components (Explicit Instruction, Integration with Curricula, Integration with Instruction and Pedagogy, and Beyond the Classroom). In addition, schools have incorporated an SEL program or SEL-related activities to address students' needs. As of November 21, 2021, programs include Choose Love (9 schools), Leader in Me (2 schools), Mind Up (1), Second Step (7), School Connect (1), SEL-related activities (8). The KMR Coach Up participants were guided through a process to analyze their SEL data and plan actionable next steps based on their analysis. The plan for the remainder of the year is to have school-level teams analyze their Winter and Spring data to continuously monitor the changes and how to address the social and emotional well-being of their students.

Attendance

An identified area of need, KMR schools support student attendance with breakfast service and some by providing before school tutoring. Also implemented to boost attendance are student counseling, frequent communication with parents/guardians, and home visits. This year, KMR implemented in 3 schools the Bilingual School Home Assistant (BSHA) position. This paid full-time position is critical in helping to bridge the connections between the home and school as BSHAs live in the community, speak the native language, visit families, and provide translation and interpretation services as needed. Schools have held Micronesian family nights to bring families in and encourage partnerships with the schools.

Summer Plans

28 of 28 KMR schools will be offering summer programs to address the KMR areas of focus. KMR schools are offering a wide array of program types including:

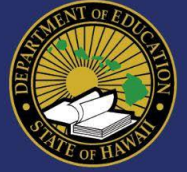
- Credit Advancement (1 School)
- Credit Recovery (7 Schools)
- Enrichment (9 Schools)
- Intervention (12 Schools)
- Remediation (7 Schools)
- Transition/Bridge (17 Schools)

Academics

- *English Learners proficiency*
 - 18 Schools offering English Learning - Extended Learning Opportunities to specifically target the EL populations.
 - The focus of these programs is ELA, Math and Science
- *Math proficiency across KMR*
 - All 28 KMR Schools offering programs focusing on math proficiency
 - 12 Schools offering Math Intervention Programs
 - 7 Schools offering Math Remediation Programs

Complex Area ESSER Planning

Kaimukī-McKinley-Roosevelt Complex Area



- 6 Schools offering transition programs to address proficiency gaps for incoming students
- In addition, 7 Schools offering Credit Recovery Programs in Math, and 8 schools offering Math Enrichment Programs
- *Early Literacy*
 - 6 schools focusing on Early Literacy to address students 1 or more grade levels behind
- *Other Academics*
 - All 28 KMR Schools are offering programs focusing on ELA and Math
 - 16 Schools also offering programs focusing on Science, Social Studies, STEM, Music, Art, PE, and/or Technology
 - 19 Schools offering ESY opportunities for SPED students
 - 11 Schools offering Kindergarten Transition Programs

SEL/HTMSS

- 6 Schools providing counseling/mental health support
- 3 Schools incorporating SEL into their Summer Program