



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

OFFICE OF THE SUPERINTENDENT

December 16, 2021

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

A handwritten signature in blue ink, appearing to read "Keith T. Hayashi".

SUBJECT: **Committee Action on Student Achievement Committee and Finance and Infrastructure Committee Action on the 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") in Accordance with the Board of Education's October 21, 2021 ESSER II and ESSER ARP Fund Guidance**

1. EXECUTIVE SUMMARY

The Hawaii State Department of Education (Department) is seeking approval from the Hawaii State Board of Education (Board) Student Achievement Committee (SAC) and Finance and Infrastructure Committee (FIC) of its educational and fiscal plans for the proposed uses of the Elementary and Secondary School Emergency Relief (ESSER) funds.

The purpose of the ESSER educational plan is to provide statewide direction and guidance for the implementation and use of the federal relief funds. Further, this educational plan allows state and complex areas to leverage ESSER funds to the greatest extent possible and capitalize on economies of scale. The design of the ESSER educational plan has been influenced by multiple stakeholders, such as the school community councils, community organizations, student advocacy groups, students and their families, and Department staff,

and is anchored in the three priority areas of health and safety, social emotional learning, and accelerated learning.

Stakeholder feedback helped to validate the following specific system wide strategies that will provide a common foundation of expectations and supports for all students and staff:

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

Implementation of the systemwide strategies will involve all levels of the Department's tri-level organization. This systematic approach will provide clear direction and meaningful support for school, staff, and student success.

The ESSER educational plan and its accompanying fiscal plan ensure the allocation of resources, advance 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 communities and communities experiencing poverty.

2. RECOMMENDATION

The Department recommends that the Board approve the proposed ESSER educational and fiscal plans to allow the Department to proceed with its efforts to address the impact of COVID-19 on our public education system.

3. RECOMMENDED EFFECTIVE DATE

Upon Board approval.

4. RECOMMENDED COMPLIANCE DATE

Upon Board approval.

5. DISCUSSION

a. Conditions leading to the recommendation:

The Department has received federal ESSER funds to facilitate the safe reopening of schools; measure and effectively address significant learning loss, especially of students who were disproportionately impacted by COVID-19; and mitigate the impact of COVID-19 on the students and families who depend on the Department's K-12 schools. Specific requirements of the American Rescue Plan ESSER (ESSER ARP) funds include:

- A minimum of 23% of the total funds awarded for learning loss mitigation to address the academic impact of lost instructional time;
 - This 23% includes the 5% of the total ESSER ARP award that state educational agencies (SEAs) are required to use for learning loss and the 20% of the 90% distributed to local educational agencies (LEAs) that LEAs are required to use for learning loss. As a unitary SEA-LEA, the Department reserves funds as required by the SEA and the LEA.
- A minimum of 1% of the total funds awarded for summer learning and enrichment programs; and
- A minimum of 1% of the total funds awarded for comprehensive afterschool programs.

These learning loss interventions must be evidence-based; address students' academic, social, and emotional needs; and target subgroups of students who have struggled during the pandemic (e.g., students with disabilities, English learners, students from low-income families, students experiencing homelessness, students in foster care, students of particular racial or ethnic groups).

ESSER funds may also be used for the following activities:

- Implementing strategies and protocols aligned with the Centers for Disease Control and Prevention (CDC) guidance for the reopening and operation of school facilities to effectively maintain the health and safety of students and staff;
- Cleaning and sanitizing (training, supplies);
- Purchasing educational technology for students;
- Providing mental health services and supports;
- Improving indoor air quality;
- Improving school facilities to reduce the risk of virus transmission and exposure to environmental health hazards; and
- Other activities that are necessary to maintain operations and the continuity of services.

During the June 17, 2021 FIC meeting, the Department shared a draft of the State Plan for ESSER ARP.¹ The State Plan outlines the proposed uses of ESSER funds to address learning loss and provide the necessary academic, social, emotional, and mental health supports to optimize student success. The Board approved the State Plan for submission to the U.S. Department of Education, but requested more detail on the allocation and expenditures of the funds, how funds will be used for specific programs, and the expected outcomes of these programs.

¹https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/FIC_06172021_Action%20on%20Recommendation%20Concerning%20Department%20of%20Education%27s%20Plan%20for%20Use%20of%20ESSER%20III%20Funds.pdf

On June 29, 2021, the Department submitted its State Plan for the ESSER ARP funds to the U.S. Department of Education.²

On August 5, 2021, the Department received written notification of the formal approval of its State Plan for the ESSER ARP funds from the U.S. Department of Education.³

During the August 19, 2021 FIC meeting, the Department presented its proposed use of ESSER II and ESSER ARP funds.⁴ The Board requested more details on the programs to be implemented, the ESSER II and ESSER ARP funding for these programs, and the expected outcomes of these programs.

During the September 16, 2021 SAC meeting⁵, the Department presented its educational plan for the use of ESSER funds and provided an overview of how the strategies and programs to be implemented complement each other to best address the needs of students and staff.

During the October 21, 2021 joint SAC-FIC meeting⁶, the Committees provided the Department with guidance on a three-part framework consisting of an educational plan, fiscal plan, and detailed expenditure reporting. The Committees noted that this framework would emphasize using funding to directly impact students. The educational plan should provide the Board with an understanding of how the Department will address student needs. The fiscal plan will be designed to support the educational plan. As it expends the ESSER funds, the Department must provide the Board with detailed expenditure reports at the program level.

b. Previous action of the Board and Committee(s) on same or similar matter:

During the February 18, 2021 Board General Business Meeting (GBM)⁷, the Department proposed “*Board Action on Department’s Plan for Use of Federal Funds in the New COVID-19 Relief Package and Annual Federal Spending Bill*” and the Board approved the use of ESSER II funds for teacher differentials through Fiscal Year 2021-2022, the school food service projected shortfall, and the proportionate level of support for charter schools for ESSER II funds not intended to be used to support both Department and public charter school students.

²<https://www.hawaiipublicschools.org/DOE%20Forms/budget/ESSER/Hawaii-State-Plan-ARP-ESSER.pdf>

³<https://oese.ed.gov/files/2021/08/Hawaii-ARP-ESSER-State-Plan-Approval-Letter.pdf>

⁴https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/FIC_08192021_DOE%20Presentation%20on%20Allocation%20Plan%20Use%20for%20ESSER%20II%20and%20ESSER%20ARP.pdf

⁵https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/SAC_09162021_Presentation%20on%20Department%27s%20Educational%20Plan%20-%20ESSER%20II%20and%20ESSER%20ARP.pdf

⁶https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/SAC-FIC_20211021_Action%20on%20ESSER%20Fund%20Guidance.pdf

⁷https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/02182021_GBM_Board%20Action%20on%20Department%27s%20Plan%20for%20Federal%20Funds%20in%20the%20New%20COVID-19%20Relief%20Package%20and%20Annual%20Spending%20Bill.pdf

During the April 15, 2021 Board Special Meeting⁸, the Department proposed “*Board Action on the Department’s plan for use of federal funds in the COVID-19 relief package and annual federal spending bill; 2021 summer learning plan and funding, 2022 summer learning plan and funding, and devices for 2021 summer and 2021-2022 and 2022-2023 School Years*” and the Board approved the allocation of ESSER II funds for summer learning loss programs; support services that include transportation and food service; student computer devices; and traditional summer school for Fiscal Year 2020-2021.

During the August 19, 2021 FIC meeting⁹, the Department presented two options for the use of the balance of ESSER II and ESSER ARP funds and recommended the approval of 12 items to be funded with the balance of ESSER II and a portion of the ESSER ARP funds. The Committee advanced all 12 items to the Board for consideration. The Board approved nine of the items.

During the September 16, 2021 FIC meeting¹⁰, the Department recommended the approval of funding for the three previously recommended shortfalls for which the Committee requested additional information: The \$100.2 million lump sum cuts, the \$20.7 million change in the means of finance from general to federal for various positions, and the \$16.5 million anticipated shortfall for Workers Compensation, Converged Networks and Aukahi FMS.

c. Other policies affected:

Board Policy 400-1: Board of Education Roles and Responsibilities¹¹: “4. Review and approve the Board/Department/Public Library budgets; ensure congruence of spending priorities with the Board’s goals and objectives.”

The Department must adhere to the federal guidelines on the use of federal education funds and, more specifically, the use of ESSER funds. Federal guidelines for ESSER II and ESSER ARP allow funds to be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared.

d. Arguments in support of the recommendation:

ESSER funds are intended to facilitate the safe reopening of schools; address learning loss, especially of students who were disproportionately impacted by COVID-19; and

⁸https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special_04152021_Board%20Action%20on%20the%20Department%20Plan%20for%20Use%20of%20Federal%20Funds%20in%20the%20COVID-19%20Relief%20Package.pdf

⁹https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/FIC_08192021_DOE%20Presentation%20on%20Allocation%20Plan%20Use%20for%20ESSER%20II%20and%20ESSER%20ARP.pdf

¹⁰https://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/FIC%20_09162021_Recommendation%20on%20ESSER%20II%20and%20ESSER%20ARP%20-%20Budget%20Shortfall.pdf

¹¹<http://boe.hawaii.gov/policies/Board%20Policies/Board%20of%20Education%20Roles%20and%20Responsibilities.pdf>

mitigate the impact of COVID-19 on public education. The proposed uses of ESSER funds are aligned with these intended uses. Approving the Department’s ESSER educational and fiscal plans would allow the Department to address the immediate needs of our schools and our students.

The educational and fiscal plans were developed with the consideration of:

- Stakeholder input and feedback;
- The importance of promoting equity across the full span of the statewide school system and our varied student population; and
- The importance of anticipating that adjustments to these plans will be needed to respond to evolving conditions, best practices, and student outcomes.

e. Arguments against the recommendation:

Given the precipitous decline in student achievement, some individuals or organizations may want the Department to provide additional support for students on core coursework, specifically mathematics.

Some individuals or organizations may also want the Department to recruit more personnel to provide assistance to teachers, expand mental health supports for students and staff, and fill vacancies.

Some individuals or organizations may believe the Department should invest more in its digital learning system, such as improved internet access across the state and more computers.

f. Other agencies or departments in the State of Hawaii involved in this action:

The Department will continue to rely upon guidance from the Hawaii State Department of Health and the CDC to inform best practices in maintaining safe learning environments to preserve in-person learning.

The State Legislature, in balancing the State’s budget during the pandemic, passed a 2021-2023 biennium budget for the public school system that provided the minimal level of State support to comply with the federal ESSER Maintenance of Effort requirements. As a result, the Department’s general fund budget was cut dramatically with a \$100.2 million lump sum cut, positions converted from general funds to federal funds, and various cuts to the payroll budget. As such, in the current fiscal year, Fiscal Year 2021-2022, the Department has needed to rely heavily on the federal relief funds to maintain existing programs and would likely need to do so again without increased State support.

On November 24, 2021, the State Department of Budget and Finance (B&F) informed all state agencies of the Governor’s decisions on Fiscal Year 2023 supplemental budget

requests.¹² Fortunately, the Governor and B&F looked favorably at much of the Department and Board’s supplemental budget general fund request of \$218.5 million and incorporated \$186.6 million of recurring general funds into the Governor’s Fiscal Year 2022-2023 Supplemental Budget Request. B&F recommendations and Governor’s decisions dramatically improve the predictability and reliability of funding by restoring the general funds cut that were imposed as a result of the pandemic.

The Department must work collaboratively with the State Legislature during the 2022 legislative session to support the Governor’s Supplemental Budget Request to restore the general funds cut during the 2021 legislative session.

- g. Possible reaction of the public, professional organizations, unions, DOE staff and/or others to the recommendations:

The proposed educational and fiscal plans do not directly relieve the undue stress on the Department’s employees caused by the ongoing pandemic.

Additionally, some individuals or organizations may not recognize the limited allowable uses of the federal ESSER funds and the sizable gap in State support for education that was contained in the Department’s Fiscal Biennium 2021-2023 budget. These individuals may advocate for new spending initiatives for purposes that are not directly related to responding to the pandemic and/or may compromise the Department’s ability to meet the requirement to provide learning loss interventions, maintain existing programs and positions, and support the safe return to in-person learning.

- h. Educational implications:

The purpose of the ESSER funds is to safely reopen and sustain the safe operation of schools for in-person learning and to address the impact of the COVID-19 pandemic on students. The proposed use of ESSER funds will allow the Department to implement strategies and interventions to re-engage students in their education, address learning loss, and provide the necessary academic, social, emotional, and mental health supports to facilitate student success.

- i. Financial implications:

The recommended uses of ESSER funds are contingent upon the restoration of the deep cuts to State support that were imposed as a result of the pandemic and ominous revenue projections that did not materialize. The Governor’s Fiscal Year 2022-2023 Supplemental Budget Request goes a long way towards restoring the degree of reliable and predictable State support. Only with similar legislative support will the full benefit of the proposed use of ESSER funds be possible.

¹² see: Finance Memorandum (FM) 21-17: <https://budget.hawaii.gov/statewide-policies/fm-2021/>

The federal relief funds are temporary in nature and the Department has and will continue to remain cognizant of sustaining the programs funded with them.

The expenditure plan is based on data, feedback, and current conditions, and the Department will remain flexible as we anticipate the need to make adjustments based on evolving conditions, student needs, and stakeholder feedback. The Department will keep the Board apprised of the updates to its ESSER expenditure plan.

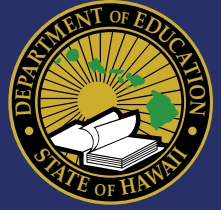
6. OTHER SUPPLEMENTARY RECOMMENDATIONS

None

Thank you for your continued support during these unprecedented times as we work towards a plan that best supports our students, our schools, and our communities.

KTH:ct
Attachment

- c: Office of Curriculum and Instructional Design
- Office of Facilities and Operations
- Office of Fiscal Services
- Office of Information Technology Services
- Office of Student Support Services
- Office of Talent Management
- Office of Strategy, Innovation, and Performance



Educational Plan and Fiscal Plan



Elementary and Secondary School
Emergency Relief Fund (ESSER)



December 2021
Hawai'i State Department of Education

Introduction

The American Rescue Plan (ARP) Act Elementary and Secondary School Emergency Relief Fund (ESSER III) provides federal relief funds to states and school districts to help safely reopen and sustain the safe operation of schools and to address the impact the Coronavirus Disease 2019 (COVID-19) has had on students.

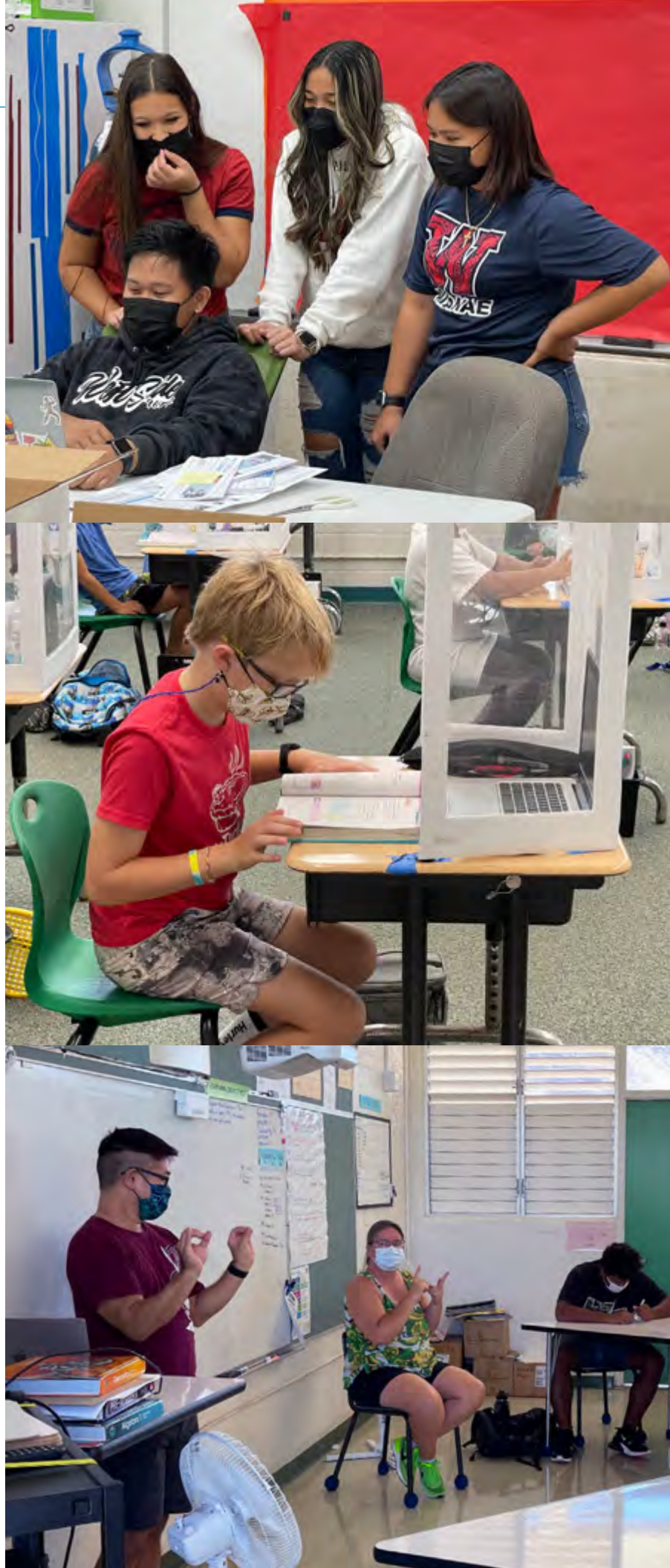
The pandemic has had unprecedented and far-reaching impacts on K-12 learning. The pandemic widened preexisting achievement gaps, deepened divides in educational opportunities, and created emotional and mental health concerns for students and staff. Since the public health emergency began in March 2020, the Hawai'i State Department of Education (Department) has taken action to systematically target its efforts and resources to address gaps in educational opportunity and build local capacity to sustain teaching and learning while responding to the urgent needs of students.

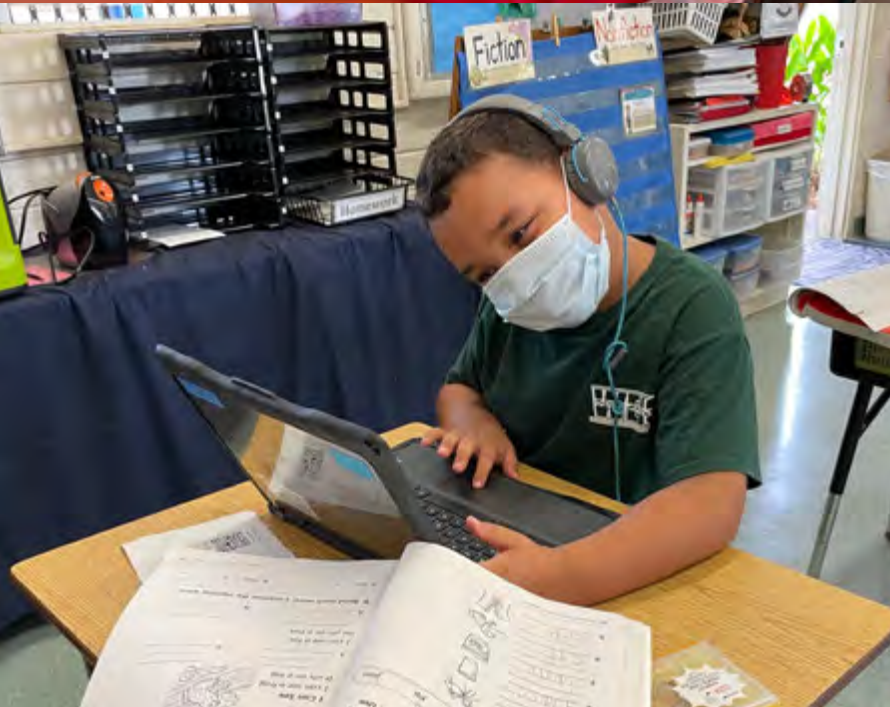
The Department's Educational Plan and Fiscal Plan outline the strategies and use of federal relief funds under the Elementary and Secondary School Emergency Relief Fund (ESSER). These two plans are part of a three-part framework that also includes detailed expenditure reporting.

The purpose of the three-part framework is to provide statewide direction and guidance for the implementation and use of the federal relief funds while allowing the state and complex areas to leverage funds to the greatest extent possible. Its overall design has been influenced by multiple stakeholders, including School Community Councils, community organizations, student advocacy groups, and students and their families (see Appendix).

To ensure student needs are met, the Department will focus on re-engaging students in in-person learning to determine the extent of learning loss; identify social, emotional, and mental health concerns; and address absenteeism. For this important work to be sustainable, the Department will prioritize staff well-being and focus on supporting and caring for employees.

The Department will ensure expenditures are appropriate and aligned to the intent of ESSER by supporting and sustaining the reopening and safe operations of schools while meeting students' academic, social, emotional, and mental health needs resulting from the COVID-19 pandemic. The Department will equitably distribute and utilize these funds to collectively emerge as a stronger, healthier, and more committed learning community.





Equitable Distribution

The ESSER Educational Plan and its accompanying Fiscal Plan ensure the allocation of federal resources focuses on providing equitable access for all students to educational supports and opportunities. This effort is directed especially toward students who have been disproportionately impacted by the extended need for distance learning during School Year (SY) 2020-21. Funds to support teaching and learning will be equitably allocated to complex areas based on student needs and characteristics, school types, and the geographic regions in which schools are located — the same factors that inform the Weighted Student Formula used to distribute state per-pupil funds to schools.

Prior to the pandemic, the Department had been addressing the student achievement gap and equity issues regarding student achievement. The impact of COVID-19 has exacerbated these challenges and the gradual detrimental effects of learning loss will ultimately affect graduation rates and overall student achievement. Mitigating these effects immediately through innovative, high-interest engagement and personalized learning techniques is necessary to offset the disruption to learning.

The following student subgroups have been identified as needing additional supports: students from low-income families, English Learners, students with disabilities, students experiencing homelessness, Native Hawaiian students, Pacific Islander students, and chronically absent students.

Bi-monthly leadership meetings between state offices and complex area superintendents are used to identify risks and challenges and develop shared agreements on next steps. By establishing clear directions, complex areas and schools are able to determine the specific strategies that will benefit their community of learners. The Department provides each school with the opportunity to select and tailor the appropriate strategies that best address its priority needs, empowering schools and complex areas to target federal and state resources in ways that advance equity in educational opportunity.

The Hawai'i State Public Charter School Commission will receive a proportional share of funds to address the needs of the public charter schools, providing the needed flexibility to preserve the intent and spirit of their schools while fulfilling the objectives of Hawai'i's federally approved ESSER III State Plan.

Components of Three-Part Framework

The ESSER framework consists of three parts as follows:

1. **Educational Plan**
2. **Fiscal Plan**
3. **Detailed Expenditure Reporting**

The Educational Plan is the centerpiece that outlines overarching systemwide strategic actions necessary to help students who have been impacted and are likely to have suffered the most due to the COVID-19 pandemic. It includes a strategic direction for daily in-person learning for SY 2021-22 through SY 2023-24, outlines actions designed to mitigate the effects of the COVID-19 pandemic, and defines the Department's priorities to achieve academic and social-emotional success for students and staff.

The Fiscal Plan is an outline of the use of ESSER funds, providing the Department the means to implement the strategies and interventions described in this Educational Plan. The Educational and Fiscal Plans both support the Department's efforts to maintain safe environments for students and staff, reengage students, address learning loss, and provide the necessary academic, social, emotional, and mental health supports to facilitate student success.

The Department posts monthly expenditure reports on its website of all federal COVID-19 relief funds received. These reports provide state policymakers, the U.S. Department of Education, and the general public with detailed information on ESSER-related spending by month and allow for continuous stakeholder feedback.

This comprehensive three-part framework outlines priorities and strategies for the use of ESSER funds while providing the flexibility necessary to address the challenges around ensuring student health and safety, social-emotional learning, and academic success.



Proposed use of ESSER III Funds (as outlined in Hawai'i's approved ESSER III State Plan)

To mitigate learning loss, ESSER III funds will be prioritized to accomplish the following:

Safely conduct in-person learning in all schools for all students

- Ensure health and safety protocols follow the Centers for Disease Control (CDC) and Prevention and Hawai'i Department of Health (DOH) guidelines.

Support student and staff social-emotional needs in all learning and work environments

- Enhance inclusive school and organizational cultures.

Accelerate learning

- Identify and address the learning and attendance needs of individual students.
- Provide additional time and resources for engagement immediately and over time.

Build sustainable systems of equity for teaching and learning

- Identify and address systemic inequities through data, technology, and evidence-based practices, programs, and services.
- Increase the Department's capacity to meet the learning needs and aspirations of each learner over the long term.
- Increase opportunities for students to envision and actualize their futures by building their identities as competent, caring citizens of Hawai'i who contribute to their communities while preparing for their postsecondary education and/or workforce aspirations.

ESSER Educational Plan

The COVID-19 pandemic disrupted learning for Hawai'i's students, communities and schools, with the introduction and expansion of distance learning, the loss of instructional time, and the resulting impacts to social and emotional well-being.

As an island state, Hawai'i is no stranger to challenges and opportunities. Hawai'i is a resilient island community made up of people from various backgrounds and cultures. Although geographically separated, the state is united in its support for one another.

The Department has focused its response to pandemic-related challenges on providing students what they need to thrive and grow. As part of these efforts, the Department has developed the resources and strategies to help students regain disrupted learning, feel safe, and succeed within their local school community and beyond.

The Department has chosen to use the pandemic as an opportunity to anchor its work on learning acceleration to focus on the possibilities presented rather than the deficits faced. Although there is still unfinished learning for students, there is also unrealized potential. The Department recognizes students have been impacted differently; some students will need more attention than others to regain their progress. For this reason, the Department will focus on equitable approaches to accelerate learning rather than on remediation programs.

Nā Hopena A'o

Nā Hopena A'o, or HĀ, is a framework of outcomes that reflects the Department's core values and beliefs in action throughout the public education system. The Department works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total well-being and Hawai'i (BREATH) in ourselves, students and others. With a foundation in Hawaiian values, language, culture and history, HĀ reflects the uniqueness of Hawai'i and is meaningful in all places of learning.



Background Data

Accelerating learning for all students requires moving beyond general principles and broad recommendations. The Department will focus on strategies and design learning experiences that have the potential to accelerate student learning. The starting point for this acceleration will be based on where students are in their learning journey, and where they are ready to go next. However, the Department needs to first reengage students to encourage them to attend school.

In SY 2021-22, students and families were cautious about returning to campus amid the pandemic, thereby affecting statewide attendance rates.

Summary of School Year 2021-22 Official Enrollment Count (OEC)

	SY 2020-21 Total	Change	SY 2021-22 Total	SY 2021-22 % Enrollment
Schools, Public Non-Charter	257		257	
Enrollment	162,491	(2,988) 1.8%	159,503	
Asian (excluding Filipino)	25,639	(869) 3.4%	24,770	15.5%
Filipino	38,683	(1,103) 2.9%	37,580	23.6%
Pacific Islander (excluding Native Hawaiian & Micronesian)	8,644	(88) 1.0%	8,556	5.4%
Native Hawaiian	36,913	(963) 2.6%	35,950	22.5%
Micronesian	8,733	+63 0.7%	8,796	5.5%
White	29,924	+129 0.4%	30,053	18.8%
All Other Ethnicities	13,955	(157) 1.1%	13,798	8.7%
High-Needs Students*				
Economically Disadvantaged	76,827	+1,300 1.7%	78,127	49.0%
English Learners	15,988	(333) 2.1%	15,655	9.8%
Special Education	16,978	(106) 0.6%	16,872	10.6%

*Economically Disadvantaged, SPED, 504, or English Language student.

Impact of COVID on Student Exits

The pandemic has had a negative impact on the Department's enrollment in recent years. Student exits (enrollment withdrawal) from pre-pandemic SY 2018-19 to SY 2019-20 increased by 336 students, mostly due to private school enrollment. However, the increase in exits were far more significant when comparing the pandemic school years of 2019-20 to 2020-21. More than 5,570 students were home-schooled in SY 2020-21, an increase of 2,874 students, or 106.4%, from the prior school year. More than 3,330 students in SY 2020-21 exited to enroll in private school, an increase of 1,289 students, or 62.9%, from the year prior.

COVID Impact on Attendance

Educators in the Department are acutely aware of the importance of student attendance for academic achievement and success. Attendance data, when disaggregated by subgroups, highlight critical areas that warrant attention to address opportunities that will help improve efforts to reengage and accelerate learning for students.

Asian, Filipino, and White race/ethnicity groups have



average attendance rates higher than the statewide average of 89.1%. The groups' higher than average attendance rate is mostly consistent for all districts (except Whites on Hawai'i Island and Maui). Pacific Islanders, including Native Hawaiians and Micronesians, and All Other Ethnicities (except for Kaua'i, Central, Honolulu, and Windward districts) have average attendance rates that are lower than the statewide average across all districts.

Average Attendance (SY 2021-22, Quarter 1) based on Race/Ethnicities and School Districts

Subgroups	Hawai'i	Kaua'i	Maui	Central	Honolulu	Leeward	Windward	Average Attendance
Asian (excluding Filipino)	92.1%	93.8%	91.1%	95.8%	95.7%	93.7%	93.6%	94.6%
Filipino	89.8%	93.3%	91.3%	93.8%	92.6%	92.2%	91.3%	92.2%
White	86.5%	90.3%	87.2%	93.8%	92.3%	90.3%	92.5%	90.8%
All Other Ethnicities	84.2%	90.0%	85.8%	93.2%	90.1%	87.8%	90.1%	88.9%
Native Hawaiian	82.1%	87.9%	84.0%	88.6%	85.1%	83.0%	87.3%	84.4%
Pacific Islander (excluding Native Hawaiian & Micronesian)	81.4%	87.1%	83.3%	87.3%	81.4%	82.5%	87.0%	83.8%
Micronesian	75.3%	87.3%	80.5%	81.0%	78.7%	80.3%	79.0%	78.9%
Average Attendance	84.7%	90.7%	87.2%	92.8%	90.3%	88.4%	90.1%	89.1%

Attendance data as of SY 2021-22, Quarter 1. Shaded areas indicate average attendance less than overall statewide average of 89.1%

Upon reviewing different data sources, including the disaggregated State Proficiency Strive HI data subgroups, the Department noted that students with disabilities, English Learners, students experiencing homelessness, and Pacific Islander, Native Hawaiian, and Micronesian students were most impacted. The table below provides the data to show the impacted subgroups in English language arts, mathematics and science.

Summary of Impacted Subgroups in English Language Arts, Mathematics, and Science

Content Area	ELA		Mathematics		Science	
	2019	2021	2019	2021	2019	2021*
Subgroup Description						
All Students	54%	50%	43%	32%	44%	35%
Special Education	13%	12%	11%	8%	14%	9%
English Learners	15%	14%	18%	11%	13%	5%
Homeless	27%	23%	18%	11%	25%	16%
Pacific Islander	30%	27%	23%	13%	23%	12%
Native Hawaiian	37%	32%	26%	16%	29%	18%
Micronesian	21%	18%	15%	17%	16%	7%

*The Department notes that the 2021 HSA Science is a redesigned assessment, now aligned to the Next Generation Science Standards (NGSS). These results represent a new baseline and cannot be compared to the 2019 data. The NGSS standards and assessment represent three-dimensional science learning that requires students to make sense of phenomena and solve problems using practices of science and engineering, disciplinary core ideas, and crosscutting concepts. The elementary and middle school assessments now cover the relevant grade bands assessments, rather than single grade levels.

The Department reviewed SY 2021-22 Quarter 1 Universal Screener data for English language arts and mathematics and similarly found that the achievement gap between high needs and non-high needs students, as well as our most vulnerable subgroups, were significant. In the charts below, high needs students were compared with non-high needs students in English language arts and math. The data showed there was a higher percentage of high needs students who performed either one grade level below, or two or more grade levels below.

Universal Screener - Analysis of High vs Non-High Needs in ELA and Mathematics SY 2021-2022 Fall

	English Language Arts		Mathematics	
	Non-high needs	High Needs	Non-high needs	High Needs
On or above grade level	65% (18,788)	35% (10,275)	66% (14,775)	34% (7,560)
One grade level below	43% (12,240)	57% (16,500)	46% (17,062)	54% (19,874)
Two or more grade levels below	21% (5,782)	79% (21,118)	22% (6,124)	78% (21,723)

In addition to high needs subgroups of students with disabilities, economically disadvantaged, and English Learners, the Department’s continued focus is on other students who are most vulnerable to disruptions to learning, such as those without access to devices or connectivity. Additionally, schools also identified as vulnerable those students who had challenges being successful in a virtual learning setting and required ongoing face-to-face instruction via the Department’s Infinite Campus student information system.



Three Areas Of Focus

To mitigate the effects of the COVID-19 pandemic, the Department has outlined three major focus areas to provide key systemic actions designed to address its priorities. The three areas are:

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

These three focus areas are arranged in order of priority. The Department recognizes the health and safety of students, staff and the community as its top priority. Without safe and healthy learning environments, students, families and staff members cannot function appropriately and successfully.

As its second priority, the Department has placed an emphasis on the social-emotional factors that impact both students and staff members. When the social and emotional needs of students and staff members are well cared for, student learning can be optimized.

The third priority focuses on accelerated learning. It is important to reengage students and address lost instructional time by providing an enriched and well-rounded education that not only includes core academic subjects, such as language arts, mathematics and science, but disciplines such as music, arts, world languages, and Career and Technical Education (CTE). A well-rounded education supports the success of learners of all ages, from young students who need rich context as they begin “reading to learn” to students in high school preparing for college and careers.

Health and Safety

With the goal of providing all students access to high-quality, in-person learning, the Department has prioritized the health and safety of students, staff, and families. In-person instruction is particularly important for younger children, students who are learning English, and those with special educational needs. Social and emotional support made available on campuses are also critical to the health of students. For some families, food security is provided through school meal programs and strategic partnering with organizations, such as the Hawaii Foodbank, to create school pantries for weekend meals.

The Department’s COVID-19 core essential strategies — promoting vaccination, staying home when sick, consistent and proper masking, and hand hygiene — and other mitigation strategies have proven effective in preventing the transmission of infection at schools. The Department works closely with DOH to ensure the appropriate mitigation strategies are implemented and align to DOH and CDC guidance. Any decision made regarding COVID-19-related health and safety measures are made in consultation with DOH. As the DOH guidance is updated, the Department will make necessary adjustments to strategies and procedures. All confirmed and probable COVID-19 cases reported at schools are posted on the Department’s interactive [COVID-19 case dashboard](#)¹, which is updated daily on weekdays.

Vaccination and Testing

Vaccination continues to be a critical public health strategy to mitigate the spread of COVID-19 and help students return to and maintain in-person learning. Schools support vaccine uptake among students, families and staff by providing information, promoting vaccination, collaborating with health service providers to host vaccination clinics at schools, and establishing supportive policies and practices that make it easy and convenient for eligible individuals to get vaccinated. As of Nov. 1, 2021, 91% of the Department’s salaried employees were fully or partially vaccinated against COVID-19, representing 19,945 out of 21,194 active salaried employees at schools and offices statewide. Currently, all student-athletes, athletic staff, and volunteers are required to be fully vaccinated against COVID-19 or show proof of a negative COVID-19 test twice weekly in order to participate in school-sanctioned athletic activities during the 2021-22 school year.

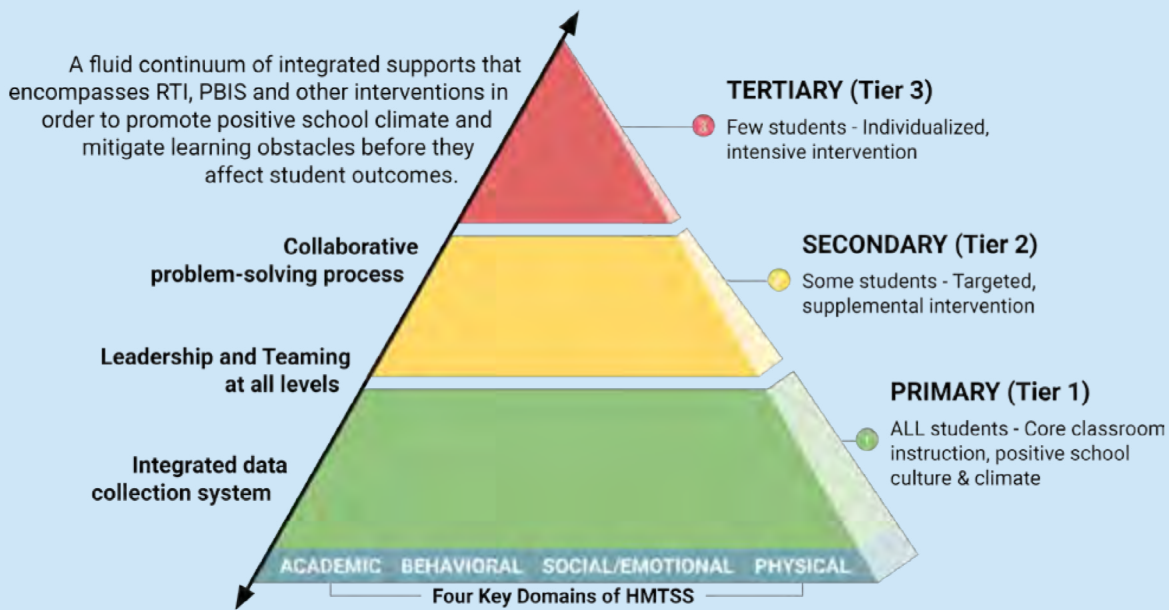
COVID-19 screening testing is a mitigation strategy that provides an additional layer of protection to help contain spread in schools and ensure safe learning environments for students and staff. The Department has partnered with DOH to coordinate school-based COVID-19 testing for students, staff and school communities at no cost through federally funded programs. There are currently two testing programs operating in schools — Epidemiology and Laboratory Capacity (ELC) and Operation Expanded Testing (OET).

Participation in school-based testing is voluntary and available to students or staff who provide the required consent.

¹ <https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/COVID-19-Information-Updates.aspx>

What is Hawai'i Multi-Tiered System of Support (HMTSS)?

The Hawai'i Multi-Tiered System of Support (HMTSS) serves as a framework for learning acceleration and provides a culturally responsive and equitable system to ensure positive outcomes for every student through a layered continuum of support. This continuum includes three tiers:



HMTSS is designed to support schools with identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies. This multi-tiered system of support enables schools to identify students' academic, social, emotional, behavioral, and physical needs and determine the appropriate strategies and interventions that will facilitate student success. By aligning program design to the HMTSS framework, schools are able to proactively respond to student needs in a manner that prioritizes their health and safety, social and emotional needs, and behavioral and academic growth.

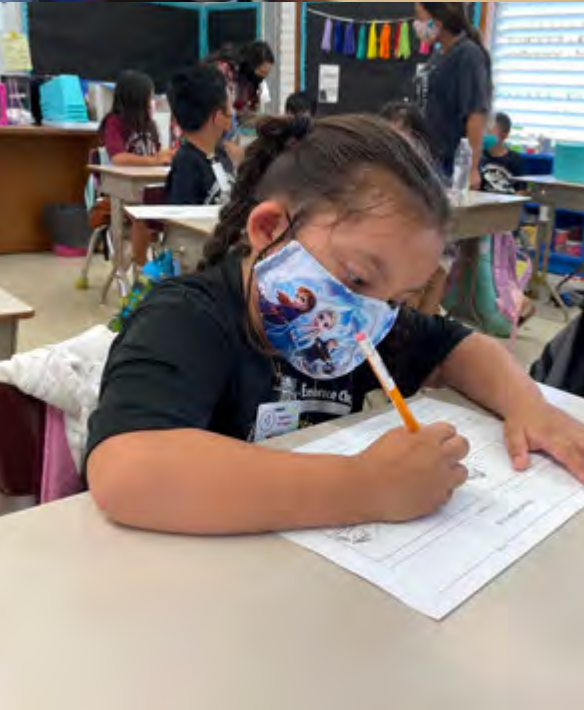
Social-Emotional Learning

Students have been exposed to trauma, disruptions in learning, physical isolation, and disengagement from school and peers during the COVID-19 pandemic, which negatively affect their mental health. By meeting the social and emotional needs of students, the Department can improve academic outcomes. The educational learning environments and conditions can be designed in ways that help students overcome these effects and thrive. Improving academic outcomes for students requires nurturing areas of development in ways that are asset-oriented and personalized to meet students where they are as they return to daily in-person learning.

Prior to the COVID-19 pandemic, many students from low-income backgrounds, students of color, and other underserved students faced non-academic barriers to achieving their full potential in the classroom. Hunger, inadequate access to physical and mental health care options, housing insecurity, lack of high-quality early childhood programs, and non-dominant gender identity and sexual orientation issues can negatively impact student achievement. As such, some schools developed systems to leverage the school site and community-based resources to ensure students' social, emotional, physical, and mental health needs were better met, which improved outcomes for students and their families.

Accelerated Learning

Accelerated learning focuses on utilizing engaging and effective interventions and instructional strategies to advance learning. The use of federal relief funds will focus on providing equitable access to educational supports and opportunities for all students, especially those who were disproportionately impacted by the implementation of distance learning during SY 2020-21.



With students returning to in-person instruction in SY 2021-22, the Department shifted its focus from crisis response to helping students recover. Schools are helping students readjust to being in the classroom, reestablish their social identities after months of isolation, cope with ongoing physical, emotional, and economic challenges, and make up for interrupted teaching and learning.

This historic infusion of federal funding will be used to get students back on track by improving student experiences and addressing some of the inequities in the education system.

Department leaders are looking beyond just returning to a “normal” that data show wasn’t working for many students — especially students in specific racial/ethnic subgroups, from low-income families, with learning differences, and English Learners. The Department must ensure that every student has opportunities to do the grade-level work that will prepare them to not only reach their goals after high school, but to excel.

While the state leadership team of assistant superintendents and complex area superintendents sets statewide expectations and parameters for key processes, decision making on the strategies to implement to mitigate learning loss and accelerate learning will be placed at the complex area and school level where it is closest to students. School leadership and teachers are best situated to identify the needs of their students and the appropriate strategies that will best address these needs. Thus, learning acceleration will look different in each complex area and school complex. State and complex area offices will focus on capacity building, resource development, and collaborative planning to support schools.

Schools will target students who are behind grade level in language arts or mathematics through such interventions as individualized high-dosage tutoring, academic coaching, and a personalized approach to engagement and support services. Schools will provide a continuum of interventions based on their capacity and their collective and individual student needs. The personalization of supports will better enable student achievement for all.

Accelerated learning should include re-engaging students through high-interest educational opportunities and comprehensive support services to facilitate student success. High-interest programs, such as Hawaiian Education, performing arts, fine arts, CTE, Science, Technology, Engineering, and Mathematics (STEM) programs, and computer science, will provide students with educational activities that will engage and encourage them to actively participate in their academic program.

What is Accelerated Learning?

While learning loss mitigation is a focus across the nation, the Department is choosing to emphasize learning acceleration as the mindset to go beyond recovery efforts, working with families and communities to reengage and inspire student to thrive in pursuit of their college, career, and community aspirations.

Learning acceleration provides students the opportunity to learn current grade level or subject matter as opposed to remediation that focuses on making up missed previous grade-level content. Students are provided “just in time” learning to fill key knowledge of skill gaps so they can be successful in the unit of study or quarter. Student well-being, motivation, and social and emotional learning are integral components for overall student learning acceleration and success.

Systemwide Strategies

The ESSER Educational Plan is anchored by the three focus areas of health and safety, social-emotional learning, and accelerated learning.

Within those three areas, the Department has identified systemwide strategies that provide a common foundation of expectations and supports for all students and staff.

1. Healthy Habits, Healthy Schools
2. Action-Oriented Data Decision-Making
3. Responsive Capacity Building
4. Effective Academic Practices

The Department shared a draft educational plan with a diverse group of stakeholders to gather feedback and collectively identify the systemwide strategies. In working together with families, educators, and community partners, the Department will provide a meaningful and equitable education, and fulfill the expectation that students are thriving in caring school environments.

The Department has identified four strategies that will support the three focus areas of health and safety, social emotional learning and accelerated learning. These strategies are designed to provide guidance for consistent systemwide implementation.



Healthy Habits, Healthy Schools

Supporting students and staff with their physical, social and emotional well-being through effective systems, processes and strategies will positively impact teaching and learning.

Lead office: Office of Student Support Services



Responsive Capacity Building

Providing training, coaching and supports for school leaders, teachers and families to better identify and address the needs of our students and staff.

Lead office: Office of Talent Management



Action-Oriented Data Decision-Making

Implementing and established process for examining data to make instructional and operational decisions for students and schools.

Lead office: Office of Strategy, Innovation and Performance



Effective Academic Practices

Focusing on accelerating learning through the effective use of varied modalities, including tutoring, out-of-school time, extended time, and other instructional supports for students.

Lead office: Office of Curriculum and Instructional Design

Implementation of these strategies will involve all levels of the Department. This systemic approach will provide direction and support for school, staff, and student success.

State Office	Complex Area	School
<ul style="list-style-type: none"> ● Leads and provides direction for the strategy implementation efforts across the complex areas and schools. ● Provides the funding for positions that support complex areas and schools. ● Helps to remove barriers for implementation. ● Provides professional learning and guidance for the systemwide strategies. 	<ul style="list-style-type: none"> ● Leads and supports school-level implementation. ● Identify complex area leads for the systemwide strategies. ● Adjusts implementation based on demographics and according to data/need. ● Provides professional learning and guidance for the systemwide strategies based on complex area plans. 	<ul style="list-style-type: none"> ● Leads implementation of school-level strategies. ● Ensures the systemwide strategies are well-implemented. ● Personalizes school-level implementation based on student demographics and data. ● Provides professional learning and guidance for the systemwide strategies based on school plans.



Healthy Habits, Healthy Schools

Supporting students and staff with physical, social and emotional well-being through effective systems, processes and strategies to positively impact teaching and learning.

Attendance

The Department will provide additional support to reengage students and their families through personal outreach efforts, home visits, information sessions and community partnerships. This will help to increase attendance and reduce chronic absenteeism.

Learning Spaces

The Department will continue to utilize alternative learning spaces to help ensure safe environments for students. This includes taking advantage of outdoor spaces and spaces with natural ventilation.

Mental Health Supports

The Department will ensure students have equitable access to mental health supports. This includes implementing self-paced social-emotional strategies and providing students with access to crisis hotlines.

Students and staff will be assessed on their social-emotional learning (SEL) competencies. Based on the assessments, additional support will be available to those identified as at-risk and in need of intensive and immediate mental health interventions.

Trauma-Informed Care Supports

The Department aims to increase the number of trauma-informed and resilience-building schools, which will help to ensure early identification, intervention and support for students who have experienced trauma.

Student and School Health Supports

To help maintain safe learning environments at schools, the Department will expand its school health workforce to further support COVID-19 prevention, preparedness, response and recovery efforts.

A needs assessment based on student medical needs and community social vulnerability indicators (e.g., poverty, crowded housing, lack of transportation) will be conducted to inform the development of a school nursing framework.

A centralized School-Based Behavioral Health (SBBH) Student Identification and Access System will help to identify students who need support and will enable data collection and analysis of programmatic impacts on student outcomes.

What is Trauma-Informed Care?

Trauma “results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual’s functioning and mental, physical, social, emotional, or spiritual well-being.” (SAMHSA, 2014).

Building and maintaining trauma-informed schools requires the use of a trauma lens to increase awareness and implement systems of support that actively avoid re-traumatizing students. This trauma-informed work includes ensuring self-care of the supporting adults to prevent and mitigate vicarious trauma and compassion fatigue.

Trauma-informed/sensitive practices are implemented within the Hawaii Multi-Tiered System of Supports (HMTSS), which utilizes systems, data and evidence-based practices to increase social, emotional and academic success for students. Schools across the state are implementing universal, targeted and intensive supports and interventions focused on helping students who have been impacted by adverse childhood experiences.

Action-Oriented Data Decision Making

Implementing an established process for examining data to make instructional and operational decisions for students and schools.

Instructional Teams

To facilitate student academic progress and growth, the Department will support instructional teams at all schools. Teachers will have the opportunity to learn new instructional strategies and plan for needed supports that help students get back on track.

Teacher teams can:

- Analyze universal screener and formative assessment data to identify focus areas for students. Educators can differentiate instruction and resources for students.
- Identify critical content and foundational concepts and topics.
- Support colleagues and collaborate with one another, sharing best practices.
- Use data management systems to assist with the further analysis of students.

Decision Making

Data is used for continuous quality improvement, supporting the implementation and assessment of strategies, programs and systems. State, complex area, school leaders and staff members regularly examine and analyze data to evaluate and make decisions. Examples of data strategies include:

- Assessing the utilization of programs and resources.
- Tracking student data to strengthen interventions.
- Identifying the progress of school-led initiatives.
- Determining specific areas of need for follow up, training or additional supports.

The ESSER Educational Plan implements strategies that equitably address learning loss due to the COVID-19 pandemic. Student data derived from screeners and formative assessments are used to inform curricular and instructional decisions that impact student achievement and staff effectiveness. The focus is not on meeting specific targets established for students or schools, but rather to ensure that students are progressing toward improvement.

Equity

Equity ensures that funding, resources and supports are provided to students, schools, complex areas and communities that have the greatest need. As outlined in the data, isolated geographic regions and socioeconomic disparity has led to inequities. The Department's approach to equity is to remove barriers and improve access to services, funding and resources for all students.



Responsive Capacity Building

Providing training, coaching and support for school leaders, teachers and families on topics and resources that help to identify and address the needs of students and staff.

Professional Development

COVID-19 has significantly disrupted student learning while simultaneously introducing new levels of stress and trauma into school communities. Professional development opportunities will be provided to educators to help address the array of student needs that have developed since the pandemic.

For long-term impact and growth, the Department will implement sustainable, equitable and effective teaching and learning practices based on research and evidence. Teachers will be trained not only in the content and instructional practices, but also in differentiated instruction, innovation and engagement, trauma-informed care, and social-emotional learning to ensure all students receive a high-quality education. Statewide professional development will help staff to:

- Establish foundational beliefs regarding student well-being.
- Fortify a culturally responsive positive behavioral support system.
- Build a culture of resilience.
- Ensure early identification and provision of supports.
- Collaborate with students, families and the community.
- Promote academic mindsets to meet content standards and the use of response-to-intervention strategies.
- Build social and emotional skills of students, staff and community.

Support and Coaching

Coaching and mentoring will continue to be provided to leaders and staff at schools, complex areas and state offices. The Department will refine and expand existing structures to provide support for school administrators and teachers as they address new concerns that the pandemic either introduced to their schools or exacerbated. This includes coaches for administrators and mentors for teachers who are new in their roles or struggling as they adjust to changes.

Family and Community Engagement

The Department will provide students and families access to various resources and supports to help them cope with the effects of the pandemic. Family engagement will help schools to better identify what supports are needed to facilitate student success.

Staff Professional Development

To help better understand the pandemic-impacted needs of students, staff must be trained on the basics of trauma and its impact on individuals. Professional development therefore includes coaching in trauma-informed practices and strategies for implementation. Staff are taught about student triggers, recognizing early warning signs of student escalation, as well as skills and strategies to defuse situations. Staff are also taught and encouraged to participate in self-care activities in their work and personal lives to avoid trauma and compassion fatigue.



Effective Academic Practices

Focusing on accelerating learning through the use of varied modalities including tutoring, out-of-school time, extended time, and other instructional supports for students.

Learning Supports

High-Quality Tutoring – High-dosage, consistent tutoring provided by well-trained tutors or educators has a significant impact on student learning. This ensures that students receive core instruction and still have opportunities for enrichment. Some considerations include:

- Using certified/trained tutors.
- Utilizing high-frequency dosage.
- Personalizing learning through the use of small groups and building relationships with students.
- Embedding tutoring within the school day.
- Utilizing in-person tutoring.
- Focusing on supplemental instruction and acceleration rather than remediation.

Well-Rounded Educational Opportunities – Opportunities to reengage students and accelerate learning may include, but are not limited to:

- Partnering with community-based organizations to expand the availability of well-rounded courses.
- Enhancing dual enrollment and Early College opportunities.
- Providing college and career pathways that integrate rigorous academic coursework, CTE, work-based learning, and support services such as career academies.

Extended Learning Opportunities

Expanding the school day through the use of evidence-based practices, such as tutoring, summer learning, enrichment and out-of-school-time programs.

Summer School – Systemwide programming designed to meet the academic and social-emotional needs of students. The programs prioritize those students most impacted by disruptions to learning and are designed by schools and complex areas to meet the needs of the students they serve.

Out-of-School Time – Programming that occurs before and after the school day, as well as during school breaks. These programs help support academic content and provide enrichment opportunities, especially for students who may need additional time and opportunities to reconnect with educational routines.

Formative Instruction

Teachers can use timely information to assess where to differentiate and adjust instruction. These formative instructional practices may include the use of in-process assessments during a lesson, unit or course to determine where students are in their learning.

Virtual Learning

Virtual learning will increase the opportunity to learn challenging content and courses, especially for students in remote and/or rural areas where offerings may be limited at their home school. The Department seeks to implement a robust, comprehensive, innovative and flexible virtual school that reimagines how to meet the needs of such students.

The Department built a K-12 statewide virtual learning program and a Kaiapuni (Hawaiian immersion program) virtual learning program to expand Hawaiian language immersion learning opportunities. Over time, new curricular resources tied to standards will be added to support learners and educators.



Timeline

2021-22	Summer 2022	2022-23	2023-24
<ul style="list-style-type: none">● Maintain safe and healthy learning environments.● Reengage students.● Accelerate learning.<ul style="list-style-type: none">○ Require the use of screeners to assess the intensity of supports students need.○ Plan for and implement summer learning programs for 2022.○ Provide virtual learning program options (English and Hawaiian).○ Enhance and expand out-of-school time options.● Implement systemwide strategies.		<ul style="list-style-type: none">● Operationalize health and safety practices.● Implement virtual school option.● Continue to strengthen mental health systems.● Enhance and refine systemwide strategy implementation.	<ul style="list-style-type: none">● Revisit and refine health and safety practices based on DOH and CDC guidance.● Reassess current strategies, interventions and programs for effectiveness to determine the need for revisions.

Metrics

The Department will use 17 metrics to monitor, report and answer specific inquiry questions across each of the ESSER Educational Plan's three focus areas. These metrics represent outcome measures that will be formatively used to assess progress. Due to the transient nature of the data, caution must be used in its analysis. A summarized definition and description of each metric calculation or display is provided. The metrics defined in this section are not exclusive to each focus area and may be used to measure progress across the three different focus areas.

The Department continuously reviews key academic measures throughout the school year. Student course marks, attendance and behavior are standard academic measures that gauge student progress. As the Department implements strategies to respond to students' needs, appropriate measures will be identified to monitor progress.

Measures for student-centered strategies will be identified to evaluate impact and provide opportunities for real-time adjustments. Strategies that target a longer-term investment (e.g. professional development, changes in instructional practices), while measurable, have a lagging impact on student outcomes.

As data become available, the Department plans to summarize information on student participation and effectiveness as a result of accelerated personalized learning, high-interest engagement, virtual learning, tutoring, summer learning and enrichment, and after-school programs.



Health and Safety

School/Workplace - Health & Safety

Inquiry	Metric	Definition	Calculation/Display
How many confirmed COVID-19 cases have been reported at schools?	COVID Cases	As of July 7, 2021, Hawaii law requires the Department of Education to include in its public case reporting school names; date the COVID-19 positive test was reported to the school; and the date that the positively tested student, staff, or affiliated individual was last on a school campus.	https://bit.ly/HIDOE-COVID19-Updates
How many Department staff are vaccinated?	Vaccinations	Total number of staff who have received the COVID-19 vaccine.	Total number of staff fully or partially vaccinated, divided by total number of staff
Are schools adequately supplied with at least 20 operational days or one month's worth of supplies of Personal Protective Equipment (PPE)?	Personal Protective Equipment (PPE)	Identify which schools do not have an adequate supply of Personal Protective Equipment (PPE) and/or Industrial Hygiene (IH) for masks, gloves, isolation gowns, hand sanitizer, disinfectant spray or wipes.	Total number of schools that have an adequate supply of Personal Protective Equipment (PPE) and/or Industrial Hygiene (IH), divided by the total number of schools.

Social Emotional Learning

Student Attendance

Inquiry	Metric	Definition	Calculation/Display
Are students attending school?	Average Daily Attendance	Total Average Daily Attendance (AvgDA) is defined as the total days of student attendance, divided by the total days of instruction.	Total days of student attendance (Days Present), divided by the total days of instruction (Membership Days).
Are students "at-risk" of becoming chronically absent?	Chronic Absences	Derived from the summative (year-end) Chronic Absenteeism measure, this High-Risk Attendance flag identifies students who have missed 8.3% or more of the school year at the end of the reporting window.	Total number of students missing 8.3% or more of the school year, divided by the total number of students enrolled.

Social Emotional Learning

Student Enrollment

Inquiry	Metric	Definition	Calculation/Display
What are the demographics of the students attending school?	Enrollment Demographics	Summarized enrollment counts of students by Race/Ethnicity and by Student Subgroups.	Total number of students by Race/Ethnicity divided by the total number of students enrolled.
How many students are withdrawing from school, and where are they going?	Withdrawals/Exits	Number of students who are withdrawing to homeschool, students who moved to another state, students who moved to another country, and students enrolling in private school. A comparison to the previous year's withdrawals is also included.	Total number of student withdrawals (homeschool, private school, moved to another state, or moved to another country) in the current school year compared to the total number of student withdrawals (homeschool, private school, moved to another state, or moved to another country) in the prior school year.

Social Emotional Learning

Inquiry	Metric	Definition	Calculation/Display
What are the patterns and trends for Social and Emotional Learning?	Student SEL	<p>SEL data is collected three times a year.</p> <p>Collection of data to report:</p> <p>Grades K-2 - How educators perceive their students' social-emotional learning skills, which include emotion regulation, social awareness, grit, self-efficacy, and self-management.</p> <p>Grades 3-12 - Students' perceptions of their own social-emotional skills, which include sense of belonging, self-management, social awareness, grit, growth mindset, self-efficacy, and emotional regulation.</p>	<p>Sense of SEL dispositions – all questions (aggregated count of student score) for each indicator. Total number of participating students (percent favorable).</p>

Accelerated Learning

Student Academics

Inquiry	Metric	Definition	Calculation/Display
How are elementary and middle school students performing academically based on universal screeners?	Universal Screener	The ELA and mathematics screeners metric for Grades 1-8 is defined by proficiency level: on or above grade level, one grade level below, or two grade levels below. Students identified as two grade levels below would be considered off track.	Total number of elementary/ middle school students meeting grade level using ELA/math universal screener results, divided by total number of elementary/ middle school students who have taken an ELA/mathematics universal screener.
How many high school students are on track toward graduating?	Diploma Progress Graduation (On-Time)	The High School Graduation metric is reported once per year to indicate student progress toward graduation. High School Graduation Gap only includes students who are scheduled or have satisfactorily completed courses in English, social studies, mathematics, science, physical education, health, specified programs of studies, electives, and the Personal Transition Plan (PTP).	Total number of high school students on track to graduate, divided by the total number of high school students.
How are students performing academically based on curriculum (elementary schools) or course marks (middle/high schools)?	Curriculum/ Course Marks	Elementary: Quarterly curriculum marks provide a snapshot of students' progress toward meeting standards in English language arts and math. Middle/High School: Quarterly course marks provide a snapshot of students' progress toward meeting standards in core subject areas, which include English language arts, math, science, and social studies.	Elementary Total number of elementary students receiving a passing grade in ELA/math at the end of each quarter, divided by total number of elementary students. Middle/High School Total number of Middle/High students receiving a passing grade in a core subject (ELA, math, science, social studies) at the end of each quarter, divided by total number of middle/high students.

Staff

Inquiry	Metric	Definition	Calculation/Display
How many teachers are retained after five years?	Teacher Retention	Continuing employment of qualified and effective teachers results in benefits to students as teachers gain experience. It also reduces recruitment expenditures.	Total number of teachers retained within the complex area for their fifth year, divided by total number of teachers hired four years prior (SY 2017-18).

Accelerated Learning

Student Program Support

Inquiry	Metric	Definition	Calculation/Display
Do students have access to devices and connectivity?	Devices	Show how many students do not have a device to effectively engage in synchronous or asynchronous distance learning.	To collect this data, schools are asked to respond to a survey asking, "How many students currently have a device, personal or school-issued, that can be used to effectively engage in synchronous or asynchronous distance learning?"
Do students have access to devices and connectivity?	Connectivity	Show how many students do not have internet connectivity to effectively engage in synchronous or asynchronous distance learning.	To collect this data, schools are asked to respond to a survey asking, "How many students currently have internet connectivity, personal or school-issued, that can be used to effectively engage in synchronous or asynchronous distance learning?"
How many students are distance learning?	Distance learning	This gap metric shows how many students' parents have opted for full distance learning. These students are predominantly participating in an online program that the school and parent(s) agree on.	Total number of distance learning students, divided by total students enrolled.

Additional Student Support

Inquiry	Metric	Definition	Calculation/Display
How are students performing in out-of-school-time programs?	After-school Programs	Measures the student participation for after-school programs offered.	Count of the number and types of students participating by programs offered.
How are students doing in Summer Learning Programs?	Summer Learning Programs	<i>The summer learning program data and metrics will be provided at the determination of the summer learning programming. Summer learning is optional for students. The data measures for summer learning will continue to be reported separately and will be compared with previous summer learning program data.</i>	

Fiscal Plan

The Department's ESSER III Fiscal Plan equitably supports and invests in accelerated learning and social-emotional learning opportunities that address the impact of COVID-19 on students, educators and staff.

ESSER III funds are intended to facilitate the safe reopening of schools; measure and effectively address significant learning loss, especially of students who were disproportionately impacted by COVID-19; and mitigate the impact of COVID-19 on students and families.

The Fiscal Plan provides details relating to the specific requirements of ESSER III that include:

- A minimum of 23% of the total funds awarded for learning loss mitigation to address the academic impact of lost instructional time;
 - This 23% includes the 5% of the total ESSER III award that state educational agencies (SEAs) are required to use for learning loss and the 20% of the 90% distributed to local educational agencies (LEAs) that LEAs are required to use for learning loss. As a unitary SEA-LEA, the Department reserves funds as required by the SEA and the LEA.
- A minimum of 1% of the total funds awarded for summer learning and enrichment programs; and
- A minimum of 1% of the total funds awarded for comprehensive after-school programs.

The ESSER III funds must be encumbered by Sept. 30, 2024 and are non-recurring.

The funds are earmarked for evidence-based learning loss interventions; students' academic, social, and emotional needs; and addressing the needs of targeted subgroups of students who have struggled during the pandemic. This includes students with disabilities, English learners, students from low-income families, students experiencing homelessness, students in foster care, migratory students, and students of particular racial or ethnic groups.

The significant federal resources provided to the Department are being used to equitably address the academic impact of lost instructional time, ensure that the interventions implemented respond to students' social and emotional learning, and address the deepened disparities in access and opportunities faced by underserved student subgroups.

Relevant and allowable expenses include integrating physical and behavioral health services — as well as comprehensive after-school programs and supports for social and emotional learning — by providing services and summer enrichment programs.

The Department is using a student-centered approach, with school and student need as the primary driving force for equitable distribution. Constant communication and input ebbs and flows between and among various stakeholder groups. The Department continues to be mindful of the temporary nature of the ESSER III funds earmarked to address COVID-19 impacts, and that these funds are only a portion of a larger financial picture that must remain sustainable and realistic for future planning.

ESSER III Financial Plan Program Summary

ESSER III Fiscal Plan Category	BOE approved / reserved	Pending BOE Approval			FY 21-22 through FY 23-24
	FY 21-22	FY 21-22	FY 22-23	FY 23-24	GRAND TOTAL
Health and Safety	\$ 8,281,711	\$ 8,201,216	\$ 12,042,927	\$ 11,978,927	\$ 40,504,781
Social Emotional Learning	\$ 2,783,940	\$ 10,499,811	\$ 13,283,751	\$ 7,608,751	\$ 34,176,253
Accelerated Learning	\$ 11,400,495	\$ 54,619,738	\$ 69,136,757	\$ 61,543,073	\$ 196,700,063
Other Education Stabilization Responses	\$ 100,012,299	\$ 5,856,304	\$ 25,724,359	\$ 9,556,153	\$ 141,149,115
TOTALS Pending BOE Approval	\$ 122,478,445	\$ 79,177,069	\$ 120,187,794	\$ 90,686,904	\$ 412,530,212

Health and Safety

		BOE approved / reserved	Pending BOE Approval			FY 21-22 through FY 23-24
#	Proposed Uses of ESSER Funds	FY 21-22	FY 21-22	FY 22-23	FY 23-24	GRAND TOTAL
1	Student Health Nurse Positions (BOE approved but no longer required)	\$3,638,772	\$(3,638,772)	\$-	\$-	\$-
2	School Health Support Positions	\$-	\$7,000,000	\$-	\$-	\$7,000,000
3	Student Health - Services Needs Assessment	\$-	\$64,000	\$64,000	\$-	\$128,000
4	Complex Area Proposals - Safe Return to School	\$4,642,939	\$4,775,988	\$9,418,927	\$9,418,927	\$28,256,781
5	Systemwide Strategic Support - Healthy Habits	\$-	\$-	\$2,560,000	\$2,560,000	\$5,120,000
Health and Safety sub-total		\$8,281,711	\$8,201,216	\$12,042,927	\$11,978,927	\$40,504,781

Social Emotional Learning

		BOE approved / reserved	Pending BOE Approval			FY 21-22 through FY 23-24
#	Proposed Uses of ESSER Funds	FY 21-22	FY 21-22	FY 22-23	FY 23-24	GRAND TOTAL
1	Student Wellbeing - Summer Mental Health Supports	\$-	\$1,500,000	\$1,500,000	\$-	\$3,000,000
2	Student Wellbeing - Enhanced Management System and Services	\$-	\$3,775,000	\$3,775,000	\$-	\$7,550,000
3	Social Emotional Learning: Trauma Informed Care Services	\$400,000	\$-	\$400,000	\$-	\$800,000
4	Complex Area Proposals - Learning Loss - Social Emotional	\$2,383,940	\$5,224,811	\$7,608,751	\$7,608,751	\$22,826,253
Social Emotional Learning sub-total		\$2,783,940	\$10,499,811	\$13,283,751	\$7,608,751	\$34,176,253

Accelerated Learning

#	Proposed Uses of ESSER Funds	BOE approved / reserved	Pending BOE Approval			FY 21-22 through FY 23-24
		FY 21-22	FY 21-22	FY 22-23	FY 23-24	GRAND TOTAL
1	Students with Disabilities - Supports and Services	\$-	\$1,800,000	\$1,800,000	\$-	\$3,600,000
2	Students with Disabilities - Statewide Professional Development and Training	\$-	\$710,400	\$880,920	\$-	\$1,591,320
3	Summer Learning for Summer 2022, 2023 and 2024 (1% / \$4.13 m requirement)	\$-	\$20,990,000	\$20,990,000	\$20,990,000	\$62,970,000
4	Rigorous Out-of-School time enrichment activities (1% / \$4.13 m requirement)	\$-	\$2,062,651	\$2,062,651	\$-	\$4,125,302
5	Reading Professional Development	\$-	\$178,152	\$232,450	\$-	\$410,602
6	Math Professional Development.	\$-	\$1,600,000	\$-	\$-	\$1,600,000
7	Middle School Leadership Coordinator	\$-	\$178,323	\$178,323		\$356,646
8	State Online Learning Programs	\$-	\$-	\$2,439,340	\$-	\$2,439,340
9	Distance Learning (OCID) SY 2021-22 thru SY 2023-24	\$-	\$3,211,796	\$3,143,098	\$3,143,098	\$9,497,992
10	Kaipuni Distance Learning Programs SY 2021-22 thru SY 2023-24	\$-	\$3,646,479	\$3,511,943	\$3,511,943	\$10,670,365
11	Student Engagement Cyber Security Equipment	\$304,400	\$-	\$-	\$-	\$304,400
12	Complex Area Proposals - Learning Loss - Attendance	\$2,436,671	\$5,189,396	\$7,626,067	\$7,626,067	\$22,878,201
13	Complex Area Proposals - Learning Loss - Academics	\$8,659,424	\$15,052,541	\$23,711,965	\$23,711,965	\$71,135,895
14	Systemwide Strategic Support - Effective Academic Practices	\$-	\$-	\$2,560,000	\$2,560,000	\$5,120,000
Accelerated Learning sub-total		\$11,400,495	\$54,619,738	\$69,136,757	\$61,543,073	\$196,700,063

Other Education Stabilization Responses

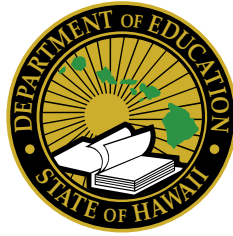
		BOE approved / reserved	Pending BOE Approval			FY 21-22 through FY 23-24
#	Proposed Uses of ESSER Funds	FY 21-22	FY 21-22	FY 22-23	FY 23-24	GRAND TOTAL
1	Offset for a portion of the \$100.2 million in cuts maintained for FB 21-23, in Sept 2021 BOE approved \$24.2 million for formula funded programs: WSF, ICAA, and CSA	\$ 24,200,000	\$ -	\$ -	\$ -	\$ 24,200,000
2	RESERVED to offset for a portion of the \$100.2 million in cuts maintained for FB 21-23 (\$54,069,420 from ESSER II and balance of \$21,930,580 from ESSER III) - Aug & Sept BOE indicated intent to approve funding as required	\$ 21,930,580	\$ -	\$ -	\$ -	\$ 21,930,580
3	Offset for Change in MOFs from General to Federal and General Fund Salary Reductions creating unfunded FTEs in HB200 CD1 (FB2021-2023 Executive Budget)	\$ 20,664,424	\$ -	\$ -	\$ -	\$ 20,664,424
4	Offset (or possible direct expenditure) for pre-existing shortfalls - to maintain existing programs (FY 2021-22 WC, Converged Networks, and Aukahi FMS), with expectation that FY 2022-23 to be met with general funds for these programs plus \$32.5 million for Teacher Differentials.	\$ 16,500,000	\$ -	\$ -	\$ -	\$ 16,500,000
5	Off-set for Private Trade, Vocational & Technical School Licensure (Spec Fund Cut and General Funds not provided)	\$ -	\$ 24,000	\$ -	\$ -	\$ 24,000
6	Offset for Challenger Space Center	\$ -	\$ 325,241	\$ -	\$ -	\$ 325,241
7	School Food Service shortfall placeholder	\$ -	\$ 1,000,000		\$ -	\$ 1,000,000
8	Maintain the WSF Reserve for Small Rural Schools & by Application (FY 2022-23 & 23-24)	\$ -	\$ -	\$ 5,000,000	\$ 5,000,000	\$ 10,000,000
9	Administrative Costs and Emergency Needs (evaluation, fiscal staffing)	\$ 1,031,325	\$ -	\$ 1,031,326	\$ -	\$ 2,062,651
10	Quarantine While Traveling Related Expenses	\$ -	\$ 500,000	\$ -	\$ -	\$ 500,000
11	Complex Area Proposals - Staff Well Being	\$ 1,877,026	\$ 2,757,264	\$ 4,634,290	\$ 4,634,290	\$ 13,902,870
12	Contingency Funds to be allocated as determined by the Superintendent	\$ -	\$ 4,000,000	\$ 4,000,000	\$ 2,672,065	\$ 10,672,065
13	Charter Schools distribution for COVID impacts (FB 2021-23)	\$ 13,808,944	\$ -	\$ 13,808,944	\$ -	\$ 27,617,888
14	2% (\$8,250,604) over-allocation factor - applied in anticipation that not all Approved Uses will be fully expended		\$ (2,750,201)	\$ (2,750,201)	\$ (2,750,202)	\$ (8,250,604)
Other Education Stabilization Responses sub-total		\$ 100,012,299	\$ 5,856,304	\$ 25,724,359	\$ 9,556,153	\$ 141,149,115
TOTALS Pending BOE Approval		\$ 122,478,445	\$ 79,177,069	\$ 120,187,794	\$ 90,686,904	\$ 412,530,212

Detailed Expenditure Reporting

Monthly reports will continue to be posted on the Department's website, detailing ESSER Educational Plan category and program amounts allocated, expended, encumbered, and remaining balances. Monthly reports starting with the period covering October 2021 will be modified to align with the Educational Plan categories.

Reports are accessible online at <https://bit.ly/COVIDReliefFunding-HI>².

² <https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/Federal-COVID-Relief-Funding-for-Education.aspx>



**Hawai'i State Department of Education
Office of the Superintendent**

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Interim Superintendent

Phyllis Unebasami
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Office of Student Support Services

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Linell Dilwith
Complex Area Superintendent
Ka'imukī-McKinley-Roosevelt

Kathleen Dimino
Complex Area Superintendent
Baldwin-Kekaulike-Maui

John Erickson
Complex Area Superintendent
'Aiea-Moanalua-Radford

Chad Keone Farias
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Ka'ū-Kea'au-Pāhoa

Disa Hauge
*Interim Complex Area
Superintendent*
Nānākuli-Wai'anae

Lanelle Hibbs
Complex Area Superintendent
Kailua-Kalāheo

Keith Hui
Complex Area Superintendent
Pearl City-Waipahu

Esther Kanehailua
Complex Area Superintendent
Hilo-Waiākea

Rochelle Mahoe
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Janette Snelling
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Honoka'a-Kealakehe-Kohala-
Konawaena

Sean Tajima
Complex Area Superintendent
Campbell-Kapolei

Rebecca Winkie
Complex Area Superintendent
Hāna-Lahainaluna-Lāna'i-Moloka'i

Paul Zina
Complex Area Superintendent
Kapa'a-Kaua'i-Waimea

**Appendix
HIDOE ESSER III Educational Plan
Stakeholder Feedback**

Community Groups

Stakeholder Group	Date	# of Participants	Role Groups								NOTES
			Students	Parents/Families	Govt	Business	Educators	Community Groups	IHE	Other	
Special Education Advisory Council (SEAC)	11/12/2021	8		X			X	X			Advocates
Hawaii State Student Council (HSSC)	11/13/2021	15	X								
Hawaii P-20	11/15/21	5					X		X		
We Are Oceania (WAO)	11/19/21	5						X			
Keiki Caucus	11/19/21	20						X		X	Legistors,Advocates
Hawaii Education Liaison Officers Council (HELOC)	11/19/21	11					X				Military Liaisons
Harold K.L. Castle Foundation	11/23/21	4				X		X			Philanthropy
United Public Workers (UPW)	11/29/21	4								X	Unions
Hawaii State Teachers Association (HSTA)	11/29/21	7								X	Unions
Hawaii Government Employees Association (HGEA)	11/29/21	5								X	Unions
Hui for Excellence in Education (HE'E Coalition)	11/30/21	15						X			

Elected Officials	11/18/21	11			X												Draft plan & memo sent
TOTAL		110															

Summary of Feedback Comments

	TOTAL	SEAC	HS SC	P-20	WOA	KCaucus	HEL OC	Castle F	UPW	HSTA	HGEA	HE'E	ROTH	KIDANI	WOODSON
Health and Safety															
More masks, sanitizers, menstrual supplies, janitorial supplies	7	1	4			1			1						
More ventilation, filtration, fans; monitor and improve air flow	1											1			
More health room staff, nurses, volunteers, more custodial staff due to increased workload	12		2				3		3		3		1		
School-based health services: school psychologists, physicals, vision, dental; community school	5					4	1								
On-site vaccination clinics; need better education, culturally appropriate communication to parents	7	2			1			1				1	2		
Mandatory student vaccinations (confer w/ DOH), require vaccinations for afterschool programs	2					1				1					
Wider availability and access to COVID testing in schools	5									3		1	1		
Improve road safety around schools	1		1												
Improve lunch menu	2		2												
Enforce social distancing: before, during, afterschool, athletic practices	2	1	1												
-More outdoor seating, benches, classrooms, eating spaces, school gardens	8	2				1	1	2	1			1			
-Control, mitigate spread in classrooms, reduce class size, lunch rotations	2	2													

-Concerns with student transportation, bus shortages, overcrowding	1	1														
-Areas where kids congregate off campus before and after school, ie 7-11	1				1											
Online learning, devices for students quarantining, to support home learning, allow staff to clean rooms	4				1				1	1			1			
Better monitoring, consistent protocols, training, guidance on cleaning protocols	8	1	2						3	1		1				
Clearer explanation to parents of what "exposure" means; impacts attendance	1				1											
Clearer guidance on how "normal" activities can be done safely	1			1												
Refresher training on child abuse and neglect reporting	1					1										
Change metrics from number of COVID cases to number of students requesting online learning	1						1									
Health and Safety should not be top priority. Pandemic is 2/3 students are 1-2 grade levels behind	1							1								
If free grab-n-go meals are offered to community, need more cafeteria staff support	1								1							
TOTAL	74															
TOTAL	74	10	12	1	4	8	6	4	10	6	3	5	5	0	0	
Accelerated Learning	TOTAL	SEAC	HS SC	P-20	WOA	KCaucus	HEL OC	Castle F	UPW	HSTA	HGEA	HE'E	ROTH	KIDANI	WOODSON	
Plan needs to be operational, not aspirational, wants accountability, who is doing what and when	4							1		2		1				

Need stronger state, complex area role in developing statewide system for tutoring, accelerated learning	3							1		2				
Comments on how data was presented; wants focus on closing the deficit, progress made on closing the gap	1												1	
Integrate LMS. Connect IC with Google Classroom to enhance communication with parents	2										2			
Find balance between state level directives and local flexibility; use standard metrics	5									3		2		
Offer summer, afterschool workshops, Saturday school to recap, catch up, improve grades	10		3	1		1	1				1		1	1
Offer free tutoring, homework help; partner with community; targeted; differentiated, all students	15	3	1	3	2		2	1		1		1	1	
-Drop in tutoring, one per complex, not needed in every school	1						1							
-Reimburse parents for tutoring purchase from tutoring company	1						1							
-Tutor doing school day: Struggling students won't attend afterschool or OST; Don't contract outside tutors	4							1		1	1	1		
-Find tutors from UH Manoa, community colleges, etc.	2							2						
Improve digital learning system: personal computers, fast internet, improve NI internet infrastructure	9		3		1	1				1		2	1	
Regular one-on-one meetings with teachers, counselors	3		3											
HQ Hybrid, distance, on-line learning options, targeted, interactive, quarantined, SPED students	9	2		1					2	1		3		
Continue support services for SPED students	2	2												
Intensify support, PD for transition grades: 8th to 9th (algebra), 2nd to 3rd (reading), seniors etc.	7			4		1	1							1
Address teacher shortage, retention; stabilize all school personnel with pay differentials, bonuses	8					1				3		1	1	2

Connect curriculum and SEL; use of outdoor learning spaces, place-based learning, enrichment	7					3		1		1		1	1		
Free teachers up for more professional development, learning; observation, discuss students, etc.	2							1							1
-Need more substitutes, resource teachers to free teachers up for PL. More sub recruitment strategies.	2							1				1			
-Would require supplement to HSTA contract, more money	1							1							
Supercharge CTE programs: industry certifications, Early College, transition teachers to new areas	4							1					1		2
Make tough decision and choose one thing. Prioritize one thing.	1							1							
Focus on equity. Appropriate more funds to high need students disproportionately affected. Charter schools.	2									1		1			
Renovate classrooms to high-interest areas: media center to eSports, improve Culinary classroom	1										1				
	106														
TOTAL	106	7	10	9	3	7	6	12	2	16	3	16	6	2	7
Social Emotional Learning	TOTAL	SE AC	HS SC	P-20	WO A	KCaucus	HEL OC	Castle F	UPW	HST A	HG EA	HE'E	RO TH	KID ANI	WOOD SON
Access to psychologists, trauma-informed training and application, focus on behavioral health	6	2	1				2						1		
School-based health centers, services, childcare space for exposed students	2					1			1						
Regular one-on-one meetings with teachers, counselors	3	1	1	1											
Focus on transitions, more supports, virtual tours	2		2												
Identify and target disengaged students	2		1			1									

Need SEL curriculum designed for secondary, incorporate student voice, weekly	8		5	1		1						1			
Create safe, relaxing spaces to unwind, flexible, comfortable furniture	3	1	2												
Focu on school culture; raising school spirit, positive attitudes, SEL climate throughout campus	6		2	1		1		1				1			
Continue funding mental health hotline	1	1													
Small group, project-based learning, peer mentors, ie Eye to Eye, Best Buddies; inclusion	6	4				1						1			
Offer more culture-based, hands-on learning integrated into curriculum; integrate SEL in HA, like Compassionate Koolau that brings parents and community together for focus on TIC.	8				1	1		2		1		2			1
Analyze how SEL data (qualitative) is impacting quantitative data (MTSS module in LDS). Who will be responsible for this?	4			1		1			1	1					
Need more PD, training for teachers, EAs, SHAs on SEL, ACE, Trauma Informed Care, MTSS	11			4						3	3	1			
Community school model - treat whole community, educators, staff, well rounded education	4					2							1		1
School staff need SEL, focus on wellbeing, support, mentorship like Teacher Induction	8			1			1	1		4					1
Parents need SEL support, learn how to help children, better parenting, increase family engagement	2						1					1			
Utilize afterschool programs; work with community partners	3					1						1			1
Need to identify, evaluate high quality SEL program - Loop in Fern Yoshida for feedback on pilots. Work with UH, etc to capture metrics, research and evaluation in SEL	4							4							
Focus on discipline: Teacher PD on disciplinary practices; pull out most disruptive students for targeted supports	2							2							

Focus on attendance; Reg truancy or COVID related? AFY brings homeless students back to campus.	3							2		1					
Need peer-to-peer learning for administrators, visitations to high performing schools, study exemplars	4							1			1	1			1
High achieving students also need programs	1										1				
More collaboration with unions, businesses to show appreciation, emergency support to school staff	1										1				
	0														
	0														
TOTAL	94														
	TOTAL 94	9	14	9	1	10	4	13	2	10	6	9	2	0	5

School Community Council Meetings

Total Number of SCC Meetings - 206

Notes Submitted	School	Clarity of Plan (1-Lowest; 5- Highest)	Satisfaction of Plan (1-Lowest; 5- Highest)	Other Suggestions
11/12/2021	Aliamanu Elementary School	4	4	Online options for families still hesitant to return to school.
11/15/2021	Olomana School	5	5	Continue training and development around innovative practices that came out of COVID disruption.
11/15/2021	Kapolei Elementary School	5	5	n/a
11/15/2021	Wheeler Middle School	4	4	Students suffered serious learning losses due to the pandemic. Our students need individualized/small group instruction from skilled professionals. We have an extreme teacher and substitute shortage...some of these funds should be utilized to remedy these challenges.
11/15/2021	Honoka'a Elementary	5	3	<p>SCC member/s hoped that the plan could have put more "boots on the ground" at the school level to assist with everything from Health and Safety, Instruction/Rtl, and Operations.</p> <p>In addition school level positions need to be more attractive in regards to pay and benefits in order to recruit and retain at the classified level.</p> <p>Teacher voice was clear about burnout and the challenges facing any after school and break time activities.</p>
11/15/2021	Leilehua High School	5	5	None
11/15/2021	Waiakea Intermediate	5	5	Facilities - do we have the room or the furniture to spread students out if the case numbers go up again, Technology - equity all students should have access to technology and internet available to all students, Heat Mitigation given that masking exacerbates the conditions in hot classrooms, what can be done to make classroom more comfortable

11/15/20210	Hilo High School	4	4	Parent school connection
11/15/2021	James Campbell High	5	5	Academic tutoring afterschool, continue distance learning options for those who prefer that platform, additional counselors to help support groups/SEL
11/15/2021	Webling Elementary	5	5	Develop State-Wide Tutoring System, Additional Funds for Schools, Provide funds in a timely manner to schools for better planning, Professional Development funded by State for Technology and teachers can sign up and take.
11/16/2021	Jefferson Elementary School	5	5	Possible funding for outdoor benches, buy carpets for the students sitting on the ground. Purchasing large tents for rain, during lunch, automatic awning. More funding for afterschool program, 1% allotted. To hire more supervisors/adults to assist in classroom or non-instructional time
11/16/2021	Mountain View Elementary	5	4	Take a look at various Facilities and provide funding based on needs (ie not all schools have the same types of facilities with good ventilation, outdoor seating, covered outdoor areas, etc)
11/16/2021	Kohala Middle School	5	5	Hope being able to spend the funding will be simple and easy for schools
11/16/2021	Maunaloa School	5	5	none
11/16/2021	Stevenson Middle School	5	5	none at this time
11/16/2021	Waialua High and Intermediate School	5	5	Nothing at this time
11/16/2021	Kamiloiki Elementary	5	5	Develop further strategies to address the different types of learning loss. How can we continue to use the digital resources/tools and/or virtual learning experiences as we return to in-person learning? How can we support those students who need additional assistance in the area of mathematics?
11/16/2021	Pearl Harbor Kai	5	5	I have none
11/16/2021	Pearl Harbor Kai	5	5	I'm not sure we are new to the school

11/16/2021	Pearl Harbor Kai	5	5	N/A
11/16/2021	Pearl Harbor Kai	5	5	N/A
11/16/2021	Pearl Harbor Kai	5	4	summer school, enrichment program afterschool clubs for math
11/16/2021	Pearl Harbor Kai	5	5	N/A
11/16/2021	Pearl Harbor Kai	4	4	For working parents, an after school program that would focus on sports/academics/social interactions skills would be great. If it is limited to just academics then we will be limiting our students. I believe, funding dependent, we should expand if able.
11/16/2021	Waimea Elementary	5	5	The term Accelerated Learning didn't resonate with our SCC. Maybe something like Equitable Learning or Personalized Learning. We need something more than just SEL, we need Mental Health in the schools and Community. Suicidal Ideations in elementary students are at levels never seen before. The ability to problem solve and resolve conflicts is at an all time low. First and second grade students are saying things like, "I'm going to kill you" to express their anger or dislike for a peer. Make sure Accelerated learning is also about enrichment and finding the joy in learning.
11/16/2021	Pearl Harbor Kai Elementary	5	4	More staffing
11/16/2021	Aiea Intermediate School	3	3	Utilizing/Strengthening our Hawaii Multi-Tiered System of Support strategy and including federal funding directly going to support greater learning loss subgroups (like SpEd, teachers and EA allocations).
11/16/2021	Kalihi Waena	4	4	Overhaul the top DOE system processes and procedures to ensure they are listening to the schools, teachers, students, and parents. Don't look at the black and white number, look at the personal needs and desires. i.e. to get a school painted, remodeled, or have AC installed takes so long and is so difficult to do that it becomes nearly impossible for schools to accomplish. In addition the inequities in which schools get what improvements happen, seems unfair to certain areas of the state, i.e. Kalihi and Wai'anae.

11/16/2021	Hale`iwa Elementary School	4	5	Our SCC believes the 3 priorities are the best place to start. It was helpful to see how the 3 funding areas align with the Superintendent's 3-1-1 plan.
11/16/2021	Lihikai Elementary School	5	5	N/A
11/16/2021	Pearl Harbor Kai	5	5	I would hope more after school programs are provided like Math & reading.
11/17/2021	Fern Elementary School	5	5	Would it be possible to use some of the ESSER funds to help low SES schools with temporary additional funding for a Learning Loss Support Teacher who can do virtual outreach to students who are forced to stay home due to being a close contact?
11/17/2021	Mililani Middle School	5	5	1-Universal Screener to include writing/grammar 2-To fund substitutes for teachers to give them time to analyze data on learning loss 3-Some kind of program/effort to get students off distance learning and return them back to school 4-Provide schools with distance learning support programs 5-Provide funds for PTTs to provide tutoring before/after school to address learning loss 6-SEL for students/families to participate together, program? Virtual or in person. 7-Parent/Family Engagement - programs to support students' academic needs
11/17/2021	Waiakea High	5	5	No additional system wide suggestions.
11/17/2021	Red Hill Elementary	5	5	Provide schools who are struggling with funding to be prioritized to get this work done. A blanket approach might not differentiate supports appropriately by school.
11/17/2021	Pearl Harbor Kai	4	4	Additional academic support within and outside of school hours to close the gap between pre-covid and post-covid and also to close the gap between Hawaii and many mainland schools.
11/17/2021	Makakilo Elementary School	5	4	Not at this time.

11/17/2021	Ka'elepulu Elementary School	5	4	Concern that there is mass teacher turnover. Could funds be used toward teacher incentives and retention? We are also concerned about teacher capacity to continue to be the point for COVID protocols. What supports could be given to teachers to ease the burden of enforcing COVID protocols and teaching under the conditions of COVID protocols? Concern about class size - compounded with COVID--the workload is increased for teachers and affects their social-emotional wellbeing. Could the funds also restore lost PD days (loss of 21 hours in teacher contract)?
11/17/2021	Molokai High School	5	4	Higher emphasis on accelerated learning (need remediation or enrichment)
11/17/2021	Honokaa High and Intermediate School	4	4	N/A
11/17/2021	August Ahrens Elementary	5	5	None.
11/18/2021	Kealakehe Elementary	4	4	It went well
11/18/2021	Momilani Elementary School	5	5	Transitions between schools (pre, ele, middle, high, post); mental health well-being for staff and parents,
11/18/2021	Aliamanu Middle School	5	5	Create complex area tutoring opportunities to relieve pressure on schools or principals, ensure all funding is spent, make enrichment opportunities enticing to staff to ensure positions can be filled
11/18/2021	Pearl Harbor Kai Elementary	4	4	Great info and glad they are looking at ways to enhance student learning. Tutoring and after school programs would be great.
11/18/2021	Castle High School	4	3	Building the capacity of schools to include more resources and supports around SEL, communication to parents/families about what immediate resources are available.
11/18/2021	Pahoa Elementary School	5	5	N/A
11/18/2021	Kainalu Elementary	4	4	Deeper understanding of where funds are allotted

11/18/2021	Mililani Uka Elementary	4	3	Funds for teachers' mental health and stress relief. More programs for students...extra support for mental health. SEL training. Additional Personnel: tutors, universal screeners, public health nurses. Support for classified staff for stress and mental health.
11/18/2021	Kilauea School	5	5	- It would be important that if we are focusing on teacher well-being that we get feedback from teachers about how they would like these specific monies to be spent. - Student member liked the proposal for outdoor classroom space.
11/18/2021	Waianae Intermediate School	4	4	Great that much of the support is aimed at the school level. Thank you.
11/18/2021	Chiefess Kamakahahelei Middle School	5	4	NA
11/18/2021	Pauoa Elementary	5	4	Address workforce/college readiness starting from elementary age.
11/18/2021	Kalihi Uka Elementary	5	5	None at this time
11/18/2021	Waimanalo Elementary and Intermediate School	5	5	None
11/18/2021	Nanakuli Elementary	4	4	No Comment
11/18/2021	Kaahumanu Elementary School	5	5	More PD or tools to support teachers to engage students more in ELA, particularly using Reading Wonders (quick reference sheet how to maximize the use of ELA curriculum to engage students more) to address the learning loss.
11/18/2021	Noelani Elementary	5	3	none
11/18/2021	Roosevelt High School	5	4	None
11/18/2021	Wilcox Elementary	4	4	None
11/18/2021	Kalakaua Middle School	5	5	Provide funding for the schools and have schools decide on how to utilize funds based on the guidelines.
11/18/2021	Ke Kula Kaiapuni 'O Ānuenuē	3	2	-Is there a way to put some of these funds to helping staff schools? There is a major need for qualified part-timers, subs, and regular classroom teachers

11/18/2021	Enchanted Lake Elementary	5	5	None
11/18/2021	Kohala High School	5	5	None at this time.
11/18/2021	Kaimuki High School	4	4	How might we support a facilities refresh/beautification to ensure the environment is inviting and healthy? Like landscaping and beautification.
11/18/2021	Kipapa Elementary	5	4	Provide additional personnel to support technology needs on school campuses. Provide the ESSER III Educational Plan in the different languages for parents to understand the plan.
11/18/2021	Wai'anae Elementary School	4	4	Providing specific target indicators to assess if we met our goal(s)/objective(s). What is plan B if plan A does not work? Clarification on the example statements from the ESSER slide deck.
11/18/2021	Kailua Elementary School	5	5	None
11/18/2021	Waikiki Elementary School	5	5	The council asked if ESSER funding could be used for our teachers' salary to help retention (Accelerated Learning)
11/18/2021	Pearl City Highlands Elementary School	4	4	No suggestions were provided. SCC approved of schools potential use of ESSER funds.
11/18/2021	Waiau Elementary	5	5	NA
11/18/2021	Kailua High School	5	5	Our group has none at this time.
11/19/2021	Keolu Elementary School	4	2	Questions regarding the first question: An SCC member asked if ESSER funds could be used to provide teachers with raises for all the hard work they have done during this pandemic?
11/19/2021	Kula Elementary School	2	2	The SEL student survey for grades K-2 should have a parent declination like what is offered for grades 3-5.
11/19/2021	Waimea Canyon Middle School - Kauai	5	5	Continued Summer and Intersessions activities funded by the State of Hawaii-DOE. This would be additional funds given to the school.
11/19/2021	Kaewai	4	3	Use of surveys
11/19/2021	Highlands Intermediate School	5	5	None

11/19/2021	Laie Elementary	5	5	The committee felt that the three areas would cover just about areas of concern.
11/19/2021	Kahakai Elementary School	5	5	Parent rep: My only suggestion is to be flexible. What may work at one school may not in another. All of our student communities are unique with different needs to adjust back to academic life after (and still during) a pandemic. Would be nice if it was possible to do focus groups with students in each District or Complex to speak to students directly.
11/19/2021	Mililani High School	5	4	Invest in systems and practices that can be applied long term and used to implement systemic change. Schools can be very different, therefore schools need to have autonomy in using funds, but at the same time be fiscally responsible. Need clear measurables while providing schools with autonomy. Empower parents/families to also be a part of the plan to help students succeed. Provide research-based, meaningful and relevant services to students/families. Autonomy for schools to utilize funds as needed for their community. Clarify how funding is going to be sustained. Mental Health support for faculty and staff as well. Use surveys to assess need.
11/19/2021	Nimitz Elementary	4	4	It is suggested that we find funding for more support staff at each school.
11/19/2021	Keaukaha Elementary	4	5	Building a pool of highly qualified applicants for the positions necessary to implement all of the areas.
11/19/2021	Royal School	4	4	none
11/19/2021	Waiialua Elementary School	5	5	SCC was satisfied with the three focus areas.
11/19/2021	Jarrett Middle School	5	5	For many of our students, individualized tutoring or mentoring may be feasible in certain cases.
11/19/2021	Waipahu Elementary School	4	4	None at this time. When given the opportunity for input, all SCC members agreed with our school's plan and voted to accept it.
11/21/2021	Hana High and Elementary School	5	4	The presentations should have happened at the Oct. SCC to provide better feedback from constituents.

11/22/2021	Hanalei School	5	5	NA
11/22/2021	Makaha Elementary	5	4	No additional strategies suggested by SCC
11/22/2021	Pearl Harbor Elementary	5	5	No suggestions.
11/22/2021	Ewa Beach Elementary School	4	4	All students should have internet access at home
11/22/2021	Kaiulani	5	5	None at this time.
11/22/2021	Aina Haina Elementary School	5	5	Nothing at this time.
11/22/2021	Lahainaluna HS	5	2	Improve facilities - indoor air quality and climate control. Cafeteria space. Replacing condemned classrooms/buildings. Rapid Covid testing on every campus, every day.
11/22/2021	Hickam Elementary	5	4	None, the members of the SCC were grateful for any monies that are to be received.
11/22/2021	Paia Elementary School	5	4	SEL should include HĀ.
11/22/2021	Prince Jonah Elementary School	5	5	We should have a state-wide, consistent behavioral screener, summer learning programs and after school programs- funding should continue to transition smoothly to the next SY
11/22/2021	Kailua Intermediate School	4	5	Teacher incentive program. SEL training for all teachers.
11/22/2021	Lahaina Intermediate School	3	2	After viewing the 1% for after school programs, 1 % for summer school, and 23 % for mitigating learning loss; we are wondering where and for what purpose will the other 75% of funds be allocated? In addition, what are we doing for those students who made it through the school year 2020-2021 without learning loss to ensure that they stay on track to succeed at their current level?
11/22/2021	Mokapu Elementary	5	5	Help promote employment opportunities within the DOE.
11/22/2021	Holualoa Elementary School	5	5	1. Offer competitive wages for potential additional personnel 2. Increase counselors at every school for next 2 years. 3. Ensure there are adequate personnel to provide busing on the outer islands. 4. Improve play/athletic areas for all students 5. Find providers for afterschool care on the outer islands.
11/22/2021	Solomon Elementary	5	4	None at this time.

11/22/2012	Kahala Elementary School	5	5	NA
11/22/2021	Waipahu Intermediate School	4	4	WiFi Connectivity for all communities.
11/22/2021	Iliahi Elementary	5	5	None at this time.
11/22/2021	Waiakeawaena Elementary	4	5	If moving toward virtual options, be consistent on what is offered.
11/22/2021	Palisades Elementary School	5	5	Clearer timeline and direction for this ESSER funding.
11/22/2021	Ewa Makai Middle School	5	5	None
11/22/2021	Konawaena Elementary	5	5	Curious to see where funding is devoted and what is the time frame for distribution of funds... Health and Safety in classrooms - can we have funds devoted to replacing resources that are used and need updating?
11/22/2021	Na'alehu Elementary School	4	4	Increase bus contracts to ensure adequate service is available for all schools, especially rural areas where stops are geographically wide spread.
11/22/2021	Waimea HS	5	4	Teacher rep wanted to know if HIDOE would be willing to purchase statewide licenses of Go Guardian since so much of our work is still online
11/22/2021	Ma'ili Elementary	5	5	Create more testing sites for students & staff to access (with support from outside providers). Schools should be able to decide what PPE is needed at their individual school sites vs being sent bulk PPE from the state that is not needed.
11/22/2021	Kaaawa Elementary School	5	5	Please ask schools what they need before purchasing. There were too many hospital gowns and sanitizers sent to school.
11/22/2021	Mānoa Elementary School	4	3	There were no other specific strategies suggested, however a comment was made that there should be a consideration of other creative categories that would provide schools who don't have glaring academic needs to still access funding.

11/22/2021	King Intermediate School	4	5	<p>Social Emotional Learning and Social Skills to address student behavior challenges</p> <p>Support for families, building resiliency for families to address issues outside of school that families are facing, e.g. eviction, utilities, curriculum to study historical struggles</p> <p>Resiliency, community building with key partners near the schools</p> <p>Secondary trauma burnout strategies to alleviate the stress, sense of being overwhelmed by school staff, and compassion fatigue</p> <p>Purchase uniforms and clothes to alleviate dress code issues</p> <p>Professional development on how to systemically support students affected by the pandemic, how to teach with trauma in mind, such as more PDE3 courses</p>
11/22/2021	Pū'ōhala School	3	2	<p>Smaller classroom sizes - more attention but bigger classes for more friends. i.e., Kula waena of grades 6. 7. 8 meet the whole group and have opportunities to meet in small groups.</p> <p>Teachers in training - paid to tutor during the school day for students.</p> <p>Shift priority from academic to SEL.</p> <p>Get students better at the subjects they struggle in and support them in the areas of struggle. Strengths-based to pursue passions and have confidence in as primary grade and the areas of effort would not lower grades or be a dominant factor in overall quality or progress.</p>
11/23/2021	H.P. Baldwin High	5	4	<p>None really, the stakeholders appreciated the 3 big buckets shared.</p>

<p>11/23/2021</p>	<p>Nānākuli High & Intermediate School</p>	<p>1</p>	<p>1</p>	<p>Like more focus'? Don't have any.</p> <p>hard to answer because it has been dropped on use without any prior knowledge .</p> <p>I believe more clarity and explanation needs to be shed on the system-wide state strategies.</p> <p>All of the topics within the ESSER III Educational Plan were not clear by any means. Only 25% of the potential funds were addressed in the three major areas of focus (1. Health and Safety, 2. Accelerated Learning, 3. Social Emotional Learning). This leaves an estimated 75% of funds without clear direction and that is pretty unsettling.</p> <p>I believe clearer leadership and coordination needs to be implemented with these strategies.</p> <p>Several Town Hall Meetings for School Communities to discuss these Funds in detail is Imminent.</p> <p>Please have the DOE SUP and Team please show in person to talk at each of these school community meetings. Have it be LIVE on how these ESSER Funds should be spent. Mahalo need more community awareness of DOE seeking input into this type of system-wide state strategies</p> <p>I believe Equalization funding...providing more funding according to student needs to schools and districts that serve the most students that come from low-income families.</p> <p>Impact on students is allowing the people who work directly with the kids to do their jobs. No other jobs but that. They should not be subbing on downtime, supervising etc. Do you? They should also not have to worry about that. There should be full staffing on campus and if not, all DOE personnel should be reassigned to a campus until further notice. That is the mission of this Department and it should be</p>
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				the mission of every person who pulls a paycheck from there. If the schools are drowning, there is nothing happening for kids. Who are we kidding? Adding more hours to a day is paying people who are already overworked to work more hours. Let them work the hours they need to, to teach the kids. Not asking them to make calls, watch people eat, do somebody else's job. Someone who is not working with a student can do that and should. Make teaching a priority, do that and I'll begin to have faith that this isn't to enrich the DOE higher ups and pull up their friends.
11/23/20210	Koloa Elementary (460)	5	5	None
11/23/2021	Moanalua Middle School	5	5	N/A
11/23/2021	Wahiawa Elementary School	4	4	Stakeholders would like to see a statewide plan for modernizing and updating facilities, especially in view of Covid-19.
11/23/2021	Lokelani Intermediate School	4	4	What are the equity system wide strategies from the State addressing the disproportionality of achievement loss for Pacific Island students and students labeled with learning (dis)abilities?
11/23/2021	Nu'uuanu Elementary School	4	3	None
11/23/2021	Hokulani Elementary School	4	5	None
11/23/2021	Niu Valley Middle School	3	4	none at this time
11/23/2021	Waimalu Elementary	5	3	None
11/23/2021	Ha'aheo Elementary School	4	4	No suggestions were brought up.
11/23/2021	Ben Parker Elementary School	4	4	None
11/23/2021	Likelike Elementary	5	4	Allow for some of the accelerated learning funds to be used to hire PTTs/PPTs for daily instruction (during the school day)
11/23/20211	Kohala Elementary	4	3	There needs to be consideration of the staff needed to address the strategies so it does not add to the workload of the same small staff. How can district resource staff be utilized to address the strategies.

11/23/2021	Kauluwela Elementary	5	5	Sharing information and successes amongst the schools and throughout the state. Wellness policy mandate (checklist for nutritional guidelines and physical activity).
11/23/2021	Heeia Elementary	5	5	N/A. Three Focus Areas are encompassing.
11/23/2021	Kilohana Elementary	5	4	Cultural Connections/Resources & curriculum that is culturally relevant to Hawaii; Facilities & creating outdoor learning areas
11/23/2021	Pukalani Elementary	5	5	None- we think that it is all covered
11/23/2021	Kealakehe High School	5	5	There could be an opportunity to use the funding towards after school snacks and after school transportation. There could be more personnel for tutoring services to support our at-risk students. There could be opportunities to outreach to the community with SEL.
11/23/2021	Kailua Intermediate School	4	4	n/a
11/23/2021	Puuhale Elementary	4	4	short of ideas on how to support staff well-being
11/23/2021	Ala Wai Elementary School	3	1	Be more transparent regarding the plan, costs, universal screeners, and how data was collected.
11/23/2021	Konawaena Middle School	5	4	Provide programs and personnel to help with remedial academic support for students who are 2 to 3 grade levels below. More parent/family support is needed - Health and safety in the home, social/emotional learning Provide internet access for families at home so they can access at any time Provide testing for close contacts (continued at no cost to employees and students)
11/23/2021	Kaumana Elementary	5	5	We would like schools to continue to have access to the ESSER funds. Our SCC believes it is in the best interest of our students for the funding decisions to be made at the school and complex area levels. School and complex area requests would continue to be approved by the HIDOE ESSER committee or other governing body ensuring it meets the ESSER criteria.
11/23/2021	Iao Intermediate School	5	5	Universal Screener for Mental Health and Well-Being

11/23/2021	Ewa Elementary	5	5	- How will the plan be monitored and what accountability pieces are put in place for the system and then for schools? - Question about SEL targets at both the system and school level.
11/23/2021	Aiea High School	4	4	* SEL and Accelerated Learning should be considered to be intertwined. * Move toward a more collectivistic versus individualistic ideologies ~ There has been more decisiveness during the Pandemic times and we need to educate all stakeholders on becoming more collectivistic. * Transparency on funding. Please share out the allocations.
11/23/2021	Pearl City Hight School	5	5	No additional suggestions.
11/23/2021	Konawaena High School	5	5	COVID-19 Testing - not left to schools to determine, provide with state support, All school with SBBH (not sharing amongst multiple schools), Transition between school levels for students with continuity in care by the same SBBH especially when addressing mental health, Contact Tracing Support (not done at the school level), Substitute Shortage/Teacher Shortage (impact on HHealthy and safety at schools as well as learning)
11/23/2021	Wahiawa Middle School	5	4	none
11/23/2021	Waikele Elementary School	3	5	none
11/24/2021	Waianae High School	5	4	The SCC members shared that it directly aligned with the 3-1-1 plan
11/24/2021	Kanoelani Elementary	5	5	none at this time

11/24/2021	Helemano Elementary School	4	4	<p>Schools should have the option of hiring additional counselors to support SEL</p> <p>Teacher shortage/substitute shortage</p> <p>Attendance issues due to quarantine/sick/symptoms</p> <p>Quality online learning programs for families that don't want their child in school</p> <p>There could be more opportunities for PD for teachers/counselors/staff specific to mental health, SEL, and well-being so further professional development can occur to help support the whole educator as well as the students. Strategies shared/taught in these PDs could further support the educator's SEL/well-being so they have the tools and resources to be successful as an individual and can then continue to be an effective educator.</p> <p>After viewing this plan, it seems that it is very comprehensive and addresses all of the areas needed for continued student success including staff and a well thought out system for implementation. However, a suggestion would be to highlight these strategies (311 poster) to the public either through social media or other platforms including the newspaper.</p>
11/24/2021	Pohakea Elementary School	5	5	<p>SCC was happy with where the money was going and how it is being spent.</p>
11/24/2021	Wheeler Elementary School	4	4	<p>Coordinated sanitization and cleaning. Creation of outdoor learning areas. After school tutoring and exploration classes. Summer enrichment classes. Parent "PD" and transitional services. Parent involvement activities on campus and in classrooms that bring normalcy back to schools.</p>
11/24/2021	Keonepoko Elementary School	5	5	<p>None at this time.</p>
11/24/2021	Kaunakakai Elementary School	4	4	<p>SCC felt the funding areas were appropriately targeted. They suggested a strong emphasis on reading and math skills recovery. What will accelerated learning look like at the school level?</p>
11/24/2021	Kapaa High School	5	5	<p>n/a</p>
11/24/2021	Honowai Elementary School	5	5	<p>None</p>

11/24/2021	Ho'okena Elementary School	4	4	None
11/24/2021	Kauai High School	5	5	Teachers need a lot of help this year. We are struggling. Some teachers are quitting or talking about quitting because they feel way over worked with all of the health protocols on top of helping the kids readjust in school, on top of extra meetings to talk about self care and SEL of the students. Teachers need a break from thinking. Personally I have never been so tired after school each day, and its not from running around physically, its from being the emotional coach/teacher/mom to all of my students and the meetings. I am in no way going to quit, but there are others who do not know if they can last. We kind of feel like packing mules and everything gets piled up on our backs. As for strategies, stop overloading the teachers with everything.
11/24/2021	Honaunau Elementary	4	4	none
11/26/2021	Mokulele Elementary	5	4	Our parent member suggested additional factual, science based information be provided regarding vaccines, to counter some of the less fact based information on facebook and other less reliable sources.
11/26/2021	Kapolei Middle School	4	4	The committee did not have any other suggestions for system-wide strategies.
11/26/2021	Lunalilo Elementary School	5	5	Additional school staff for classrooms (funding for extra PTT in every classroom). Since significant learning loss has occurred over the COVID-19 pandemic, providing additional classroom support for every teacher can help with the learning catch-up.
11/26/2021	Chiefess Kapi'olani Elementary School	5	5	None
11/26/2021	Ele'ele Elementary	5	5	contract services for open positions, sharing positions across all schools
11/29/2021	Mililani 'Ike Elementary	5	4	None at this time.
11/29/2021	Puu Kukui Elementary School	5	5	none

11/29/2021	Kaleiopuu Elementary School	4	4	None
11/29/2021	Kauai High School	5	4	None
11/29/2021	Leihoku Elementary School	5	5	None
11/29/2021	Keaau Middle School	5	5	None at this time.
11/29/2021	Kamali'i Elementary School	5	4	Continue to provide PPE to schools until no longer needed. Even with the supplies provided by the DOE through HI-EMA, schools still had to spend a lot of funds to provide PPE. Schools have been informed that additional supplies will not be available to replenish our supplies.
11/29/2021	Mauka Lani Elementary School	4	5	None
11/29/2021	Kawananakoa Middle School;	5	5	None at this time
11/29/2021	Hilo Union	4	4	None at this time
11/29/2021	Nanaikapono Elementary School	5	5	None at this time.
11/29/2021	Waiāhole Elementary School	3	3	NA
11/29/2021	Sunset Beach Elementary School	5	4	We feel like more needs to be put towards social and emotional health. We are worried about all the COVID restrictions that have been placed on the kids.
11/29/2021	Lanakila Elementary School	4	4	None at this time
11/29/2021	Kahului Elementary School	3	4	None
11/29/2021	Iroquois Point Elementary School	5	5	None at this time.
11/29/2021	Ho'okele Elementary School	5	5	N/A
11/29/2021	Mililani Mauka Elementary	4	5	Tutoring; after school programs for other subjects like art, music, dance - to promote SEL; distance learning options available and not limited to medical condition/limits

11/29/2021	Daniel K. Inouye Elementary School	4	4	1. I wish the social emotional portion also included the ethical portion of learning. 2. It would be nice to have the iReady Toolbox back so we can streamline strategies suggested from their universal screeners to student needs a little easier. The toolbox had a lot of lessons directly related to what individual students need. 3. I think looking at options for younger students as well would be great, especially pre-k. 4. I wonder if Accelerated Learning will include the purchase of existing curriculum. 5. Can we create an opportunity for caregivers to learn how to help their children through it all.
11/29/2021	Kahuku Elementary	4	3	Tied to SEL - Trauma informed training for staff. Cultural awareness/sensitivity training.
11/29/2021	Maunawili Elementary	5	5	Are there ways to offer art or other extra curricular activities to address SEL needs of students?
11/29/2021	Farrington High School	3	4	Can the state provide this information in a more timely manner? Can individual school funds be shared on an open platform?
11/29/2021	Kapa`a Middle School	5	4	SCC members suggested using some of the ESSER funds for an academic reward/incentive program. SCC members suggested a teacher survey to identify how staff wellness can be addressed.
11/29/2021	Paaulo Elementary and Intermediate School	5	5	Less paperwork for overtime related expenses for custodians/Education assistants doing extra cleaning.
11/29/2021	Ahuimanu Elementary School	4	4	Health and Safety: Outside learning and socializing spaces, alternate outside learning settings and additional lunch areas so kids can eat together. Accelerated Learning: Equipment or training on how to implement additional project based learning or hands-on projects. Additional staff who can focus on specials (PE, ART and Music). Math and reading specialist to help assist teachers with strategies and work with students who are "at risk." Social Emotional Learning: PD on how to address teaching with trauma in mind, New technology for teachers so they can incorporate

				computer literacy and online programs. Programs of training on how to address SEL for staff and students.
11/29/2021	Honouliuli Middle School	4	3	Maybe the state DOE can be a little more specific in the use of the funds and what we can spend it on. It is a little vague and "aspirational" right now.
11/29/2021	Mililani Waena Elementary	5	5	Build a structured pipeline (K-12) in the area of STEM and CTE. Continue to support Social Emotional Learning.
11/29/2021	Waipahu High School	5	5	None
11/29/2021	Ka'ū High & Pāhala Elementary	5	5	Funding for afterschool programs related to learning loss and catching up to grade level. Additional custodial staffing needs for sanitation. Needs for UV sanitation and other more effective sanitation measures.
11/29/2021	Kāne'ohē Elementary School	5	4	Can behavioral health services be provided at the home, to accommodate family schedules so as to minimize disrupting the learning at the school? Can virtual mental health services be provided so students can access beyond school hours? Can there be facilitated therapy group support sessions for teachers/school staff?
11/29/2021	Manana Elementary	4	4	None
11/29/2021	Kapunahala Elementary	4	4	None
11/29/2021	Hawaii School for the Deaf and Blind	4	5	N/A
11/29/2021	Ilima Intermediate School	5	5	n/a
11/29/2021	Liholiho Elementary	5	5	SCC is satisfied with the 3 priorities.
11/29/2021	Moanalua Elementary	4	4	It would be beneficial for the HDOE to focus on areas such as social emotional needs BEYOND covid. I think that we need to equally prioritize our students' well-being in addition to academics.
11/29/2021	Waikoloa Elementary & Middle School	5	5	None

11/29/2021	Kihei Elementary School	5	5	None
11/29/2021	Pomaika'i	5	3	Having "umbrellas" for schools to plan for budgeting is helpful and allows schools to meet their unique needs. Transparency with how other schools are using their funds is beneficial to help other schools. Feedback is always appreciated.
11/29/2021	Kalaheo Elementary School	5	5	Instructional support for teachers (PTTs, tutoring, etc); in-person enrichment, extracurricular, and club activities for students
11/29/2021	Blanche Pope Elementary	5	5	Continue to work and build on Staff Well Being to "heal the souls of the teachers and staff"
11/29/2021	Molokai Middle School	4	3	None
11/30/2021	Ke Kula 'o 'Ehunuikaimalino	3	3	Remedial learning opportunities, streamline hiring of staff, offer specific strategies within the areas of funding.
11/30/2021	Kalama Intermediate	4	3	More clarity on different ways to promote and develop SEL strategies on campus.
11/30/2021	Lehua Elementary School	5	4	None
11/30/2021	Kalaheo High School	5	4	Feedback and suggestions from SCC and stakeholders: "Too much emphasis on health and safety. There is almost zero risk in the school setting. More needs to be done to address learning loss and mental health issues caused by the school system's response to COVID. Start by changing the destructive and overly risk-averse policies. Then worry about how to fix the problems that they caused!" "Rollback all the COVID 19 restrictions. It has been two years. The damage that the restrictions have caused have been far worse than the COVID-19 virus. The money can be used more effectively to move on and target the programs that have been hurt by the government's restrictions."
11/30/2021	King Kekaulike High School	5	5	Suggestions from parents and students included more funding for social-emotional learning
11/30/2021	Haiku Elementary	4	4	point person for documentation of items, system to change and/or merge funding areas, more flexibility to meet changing school needs in year 2

11/30/2021	Ka'imiloa Elementary School	5	4	Are we mitigating damage that has already been done or are we planning for future issues. For instance, upgrading an online curriculum could be planning for the future vs. addressing an issue that currently exists.
11/30/2021	Koko Head Elementary School	4	5	No additional suggestions by our SCC.
12/1/2021	Ernest B. deSilva Elementary	5	3	1. Additional help for students after school should receive a larger allocation than 1% (\$4.12MM). This is probably the easiest (from a scheduling standpoint) time to help students who have fallen behind. 2. We were looking at the Department of Education Fiscal Plan and it outlines 3 categories that directly impact students 1)23% learning loss mitigation 2) 1% Summer Learning and Enrichment 3)1% for after school programs. Questions/Thoughts: The Total percentages equal 25%. Which seems like a small percentage of the money allocation that directly impacts the students. Shouldn't it be higher? Does testing and vaccine clinics take up a lot of the 75%?
12/1/2021	Barbers Point Elementary	3	3	For Major Focus Area #2, Accelerated Learning, can there be support systems for beginning teachers to attend professional development, and receive coaching on implementing evidence-based practices (EPB)? All teacher preparation programs were affected by COVID-19. The degree of learning and exposure to these EBPs may vary among your beginning teachers. But, I also don't know if you have Title II funds to support this focus area. For Major Focus Area #3, Social Emotional Learning, I hope BPES can still have the public health nurse at your site. If possible, to have on-site a licensed psychologist or other SEL programs (e.g., philosophy4children).
12/2/2021	Hau'ula Elementary	5	5	none at this time
12/2/2021	Kapolei High School	5	5	Clear and timely communication and talking points for schools to use when further engaging stakeholders.

12/2/2021	Kahalu'u Elementary	4	4	SCC voted on accelerated learning as the greatest need at this time. Provide schools tutoring or in classroom PPT/PTT supports to address all learners in the class.
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Hawaii ARP ESSER State Plan Highlights

Total ARP ESSER allocation for Hawaii: \$412,530,212

ARP ESSER funding released to Hawaii on March 24, 2021: \$274,885,843

ARP ESSER funding released to Hawaii on August 5, 2021: \$137,644,369

2020-2021 Preliminary Statewide Enrollment: 176,441

Top Priorities within Hawaii ARP ESSER plan:

- Addressing the academic impact of lost instructional time as a result of the COVID-19 pandemic, particularly for students who were already behind grade level expectations prior to the pandemic
- Counteracting the social and emotional effects of the extended closure of school campuses
- Mitigating the spread of COVID-19 on campuses

Highlights of Hawaii's ARP ESSER Plan:

- **Returning to In Person Learning in 2021:** The Hawaii State Department of Education (HIDOE) plans to return to full in-person learning for the 2021-2022 school year. HIDOE prioritized full in-person learning for summer learning and enrichment in 2021.
- **Safely Reopening Schools and Sustaining Safe Operations:** HIDOE continues to collaborate with the Hawaii State Department of Health and the Centers for Disease Control and Prevention (CDC) on guidance for schools, complex areas, and state offices. HIDOE has worked with the state Department of Health and local healthcare providers to host vaccination clinics for staff, students, and school communities across the state. HIDOE has hosted 45 vaccination clinics since students became eligible for the vaccine.
- **Supporting Students Most Impacted by the Pandemic:** Using ARP ESSER funds, HIDOE will implement strategies to reengage students in in-person learning, such as through high-interest programs like Hawaiian Education or performing arts and funding academic coaches to provide more intensive individualized supports to students who are struggling to reengage in learning.
- **Addressing the Academic Impact of Lost Instructional Time:** To address the academic impact of loss instructional time and ensure that interventions implemented respond to students' academic, social, emotional, and mental health needs, HIDOE will:
 - Implement high-dosage tutoring extended learning time, academic coaching, and opportunities for credit recovery and remediation.
 - Finalize a learning acceleration framework to provide guidance to schools, complex areas, and state offices to mitigate learning loss.
 - Implement an accelerated personalized learning program that will target students who are behind grade level in mathematics or language arts, including individualized tutoring support, academic coaching, and personalized approaches to engagement and support services.
 - Consider using funds in the development of COVID-19 Impact Plans for students with disabilities, which provide services in addition to Individualized Education Program (IEP) services that may extend beyond the school day. Services include tutoring, small group instruction, behavior supports, and other personalized supports as identified by the IEP team.
 - Implement transition programs to help students transition to their next school, such as a summer state kindergarten transition program.

- **Investing in Summer Learning and Expanded Afterschool Programs:** HIDOE is offering its largest summer school program across the state free of charge for students. Summer school programming includes academic, social, emotional, and engagement programming including music, art, and STEM. Summer learning hubs will be located in more than 230 public schools across the state with targeted programming designed to reengage students. HIDOE will use ARP ESSER funds to continue, expand, or enhance the afterschool program offerings of its current network of out-of-school-time service providers, as well as establish new complex area (which consists of a high school and the elementary and middle schools that feed into it)- and school-based initiatives. This will include community learning centers that provide students with academic enrichment opportunities, programs that partner with host schools to complement regular academic programs, and programs focused on enrichment, athletics, culture, and health for middle school students.
- **Staffing to Support Students' Needs:** HIDOE will provide funding for school counselors and social workers to expand much-needed services to students during Summer 2021 and Summer 2022. HIDOE proposes to dedicate positions to facilitate equitable access to social and emotional support for students in foster care. These positions will ensure the educational stability of students in foster care by monitoring student progress, identifying needed support, providing professional development for school staff to increase capacity for support, and connecting community resources. HIDOE will also fund additional school nurse positions to address the COVID-19 impact on students in each area, as well as continue the Hawaii Keiki Health Hotline and telehealth service during the 2021-2022 school year to address COVID-19 and other student health concerns.
- **Supporting Students Over Time:** HIDOE plans to reserve funds to initiate a three-year study beginning with the 2021-2022 school year. The proposed study will track the incoming sixth graders as they progress through middle school. This will allow HIDOE to assess the impact of the strategies and interventions implemented on students' academic, social, emotional, and behavioral performance.