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

U.S. Department of Education

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

Introduction

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

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

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

Instructions

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

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

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

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

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

Cover Page

Grantee and Contact Information

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By signing this document, I agree to each of the assurances listed in Appendix C and further assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct.	
Chief State School Officer or Authorized Representative (Printed Name) Dr. Christina M. Kishimoto	
Signature of Authorized SEA Representative 	Date: July 27, 2021

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Public Education in Hawaii

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

Article X of the Hawaii State Constitution[1] authorizes the BOE as the policy-making body of the Hawaii K-12 public education system. The BOE consists of nine voting members appointed by the Governor with the advice and consent of the state Senate and two non-voting members – a public high school student selected by the Hawaii State Student Council and a military representative appointed by the senior military commander in Hawaii. As set forth in Hawaii Revised Statutes 302A-1101[2], the BOE is the governing board for public education and has statutory responsibility for adopting standards and assessment models, monitoring school success, appointing the superintendent of education who serves as the chief state school officer and organizational head of HIDOE, and appointing members of the Hawaii State Public Charter School Commission responsible for authorizing public charter schools.

HIDOE serves as both the state educational agency (SEA) and the local educational agency (LEA) and operates as a tri-level system – state office, complex area, and school – with all levels working in cross-level teams to meet the needs of all students. Led by the Superintendent, HIDOE consists of seven state offices – The Office of Curriculum and Instructional Design; Office of Facilities and Operations; Office of Fiscal Services; Office of Information Technology Services; Office of Strategy, Innovation and Performance; Office of Student Support Services, and Office of Talent Management. Each state office is led by an Assistant Superintendent.

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

With the precipitous decline in state tax revenue collections that resulted from the pandemic and subsequent decline in tourism and other sectors of the local economy, HIDOE has experienced reductions in the level of state fiscal support. Reductions in Fiscal Years 2019-2020 and 2020-2021 were managed in large part with one-time program adjustments made possible by either

[1] https://lrb.hawaii.gov/constitution
[2] https://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0302A/HRS_0302A-1101.htm

lower costs during school closures (i.e. transportation services and teacher substitutes) and greater reliance on non-state funds (i.e. Impact Aid and federal coronavirus relief funds). At the conclusion of the 2021 Hawaii State Legislative Session, HIDOE was left with a projected $263.5 million budget shortfall for state support over the two years of Fiscal Biennium 2021-2023 (Fiscal Years 2021-2022 and 2022-2023). This shortfall consists of $200.4 million in cuts that were imposed in Fiscal Year 2020-2021 as a one-time reduction that is now being applied to Fiscal Biennium 2021-2023 without discussion on how to implement cuts of this magnitude without disrupting HIDOE operations and continuity of service. The shortfall also includes $30.1 million of on-going costs transferred from state general funds to federal funds and $33 million of on-going shortfalls for technology and workers' compensation.

Federal Education Stabilization Funds provide critically needed fiscal resources to support the safe reopening of schools, the maintenance of on-going educational programs, and the provision of evidence-based learning loss initiatives. Without this federal assistance, deep and disruptive cuts to education program funding and offerings would have been necessary due to the compromised ability of the State of Hawaii to maintain state support during the Coronavirus Disease 2019 (COVID-19) pandemic and associated economic slowdown.

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

A. Describing the State's Current Status and Needs

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

To communicate timely and effectively with the BOE and the public, HIDOE created an interactive data dashboard[3] to report the data for the BOE-adopted metrics around seven priority areas for the reopening of schools:

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

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

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

   HIDOE was forced to suspend its in-person educational system in March 2020 due to the COVID-19 pandemic. The sudden closure of HIDOE facilities

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

necessitated an unexpected and immediate pivot to an online instructional platform. The transition to online learning highlighted a stark digital divide amongst our schools and students. Experience, training, and the capacity for online learning was limited and highly varied amongst users and educators. This revelation underscored HIDOE's need to implement a digital platform where both students and staff were able to effectively learn and teach virtually, while also ensuring equity in access and connectivity. HIDOE delayed the start of the 2020-2021 school year by nine days to provide teachers and support staff with professional development on virtual instruction, strategies and resources through distance learning training modules.

Ensuring Equity in Access and Connectivity

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

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

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

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

Maintaining Student Well-being

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

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

HIDOE also focused on educating all school personnel on identifying students with mental health needs, understanding the impacts of trauma, self-care, social-emotional learning, and well-being supports. Professional development initiatives are also being developed and implemented to increase school-wide assistance and capacity in delivering evidence-based strategies to address intensive mental health concerns as schools prepare to transition students back this fall.

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

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

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

Learning Loss

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

HIDOE has been addressing the student achievement gap and the equity issues regarding student achievement prior to the pandemic. The impact of COVID-19 has exacerbated these challenges; thus, addressing them must be the focus of the use of ARP ESSER funds. The gradual, yet eventual, detrimental effects of learning loss will ultimately affect HIDOE's graduation rates and overall student achievement. Mitigating these effects immediately through innovative, high interest engagement and personalized learning techniques is necessary to offset the dramatic disturbance to student learning suggested by the data. HIDOE also has the opportunity to build upon the skills students developed in the use of new technology, collaboration, and resilience during this time.

Social and Emotional Effects

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

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

A survey commissioned by the Hawaii State Department of Health, which was conducted from December 30, 2020 to January 11, 2021, showed that 42 percent of the 445 survey respondents began experiencing a mental health condition during the pandemic.[5] Those who lived with a child under the age of 18 in their home were more likely to have experienced mental health issues than those who did not live with a minor. The state crisis line, Hawaii CARES, received 138,856 calls during 2020 compared to 92,258 received in 2019, indicating an increased need for mental health support.[6] HIDOE staff must be cognizant of the potential impact that the mental health of family members has on students.

Mitigating the Spread of COVID-19

HIDOE is prioritizing the development of guidance for accelerated learning and social emotional learning to moderate the impacts of the COVID-19 pandemic. Prioritizing the return of all students to our school campuses on the first day of the

[4] http://dbedt.hawaii.gov/economic/qser/outlook-economy/
[5] https://hawaiicovid19.com/wp-content/uploads/2021/02/COVID19-Tracking-Study_DEC20.pdf
[6] https://health.hawaii.gov/bhhsurg/all-dashboards/

upcoming 2021-2022 school year is critical in improving student mental health. While there has been only one cluster where transmission occurred on a school campus, the on-going risk of transmission which exists in the communities has significantly impacted campuses. Between June 26, 2020 and May 7, 2021, 881 COVID-19 cases were reported among students, staff, visitors, and contracted service providers. HIDOE has implemented systems to mitigate and prevent the spread of COVID-19 on campuses for the safe return of students and staff to classrooms. The focus remains on ensuring the availability of personal protective equipment (PPE) and cleaning and sanitizing supplies for all HIDOE facilities while maintaining adequate air quality in classrooms.

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

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

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

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

By the end of Quarter 3, 21 percent of all students were chronically absent or at risk of being chronically absent. Of the student subgroups, eight subgroups exceeded the all-student rate – students from low-income families (30 percent), English learners (32 percent), children with disabilities (31 percent), students experiencing homelessness (51 percent), migratory students (37 percent), Hispanic students (24 percent), Native Hawaiian students (31 percent), and Pacific Islander students (44 percent). The high number of students chronically absent indicates a need to focus on reengaging students through in-person instruction to increase attendance and to address the additional loss of instruction and services due to absences.

HIDOE continues its focus on addressing the needs of students, including students from low-income families, students with disabilities, English learners, students experiencing homelessness, students in foster care, migratory students, and students from major racial or ethnic groups (Asian excluding Filipino, Black, Filipino, Hispanic, Native Hawaiian, Pacific Islander, and White). With this central focus, HIDOE has identified the following priority needs:

- Reengagement of students in in-person learning to determine the extent of learning loss; identify social, emotional, and mental health concerns; and address absenteeism.
- Acceleration of learning to address learning loss due to lost instructional time and the extended time spent in online learning.
- Social and emotional supports to address mental health concerns due to extended distance learning and the need to limit in-person interactions.

Additionally, HIDOE will expand English language development learning time during the school day and academic year for English learners. This will provide English learners with opportunities for language and academic enrichment given that English learners are experiencing higher levels of learning loss in distance learning than their peers.

HIDOE will work to determine the extent of the learning loss of children with disabilities by monitoring student progress towards the goals identified in the Individualized Educational Plan or the Section 504 plan.

HIDOE will monitor students in unstable housing as the moratorium on evictions is lifted, which may lead to more students experiencing homelessness. HIDOE will also identify the barriers that may prevent students experiencing

homelessness from accessing the supports and resources provided to mitigate learning loss and mental health challenges.

HIDOE will focus on improving the educational stability for students entering foster care and for students transitioning from one foster placement to another. This includes coordinating services with partner agencies to provide transportation to and from school regardless of the distance from home to the student's current school, allow for participation in afterschool programs, and ensure additional counseling services if necessary.

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

   Data sources that will be used to identify the extent of the impact of the COVID-19 pandemic include the state longitudinal data system, which includes assessment data, attendance, and course grades; the Hawaii State Board of Education metrics dashboard, which includes in-person learning data; and the HIDOE strategic plan dynamic report dashboard, which includes state accountability data. The following table identifies the data HIDOE proposes to collect and analyze to identify student needs.

Data	Strategy	Potential Metrics
Universal screener data for language arts and mathematics	Data will be used to identify students who need additional support in language arts and/or mathematics, specifically students who are at least one grade level behind. An acceleration approach and tiered interventions will be utilized for targeted skill measures in reading and math to improve student performance. Compare school interventions to identify scalable bright spots.	• Improved results for language arts and math • Growth as measured by benchmark and progress monitoring assessments
Kindergarten enrollment	A decrease in enrollment during the pandemic may indicate a need for first-grade readiness and the need to ensure first graders have the fundamental reading and writing skills. A readiness assessment will need to be created or procured to measure readiness. Results will allow HIDOE to compare results of students who attended kindergarten and students who did not to identify the supports students and families need.	• Improvement in first-grade readiness assessment results [need to identify statewide assessment and establish baseline] • Increased kindergarten enrollment
Kindergarten readiness	Data will indicate the readiness level of incoming kindergarteners in the five readiness domains: Language and Literacy, Cognitive Development, Social Emotional, Physical and Health Development, and Approaches to Learning. This will identify the interventions needed based on the targeted skill areas in each domain A readiness assessment that will provide expected levels of readiness upon entry to kindergarten will need to be created or procured. Results would provide data on the effectiveness of the early childhood education programs.	• Improvement in kindergarten readiness assessment results [need to identify statewide assessment and establish baseline]
Student perception/affect data	Data will provide schools with student perception on school climate and their classroom experience. Interventions and strategies utilized to address student needs will vary according to needs unique to school culture and community (e.g., sustained job-embedded professional development for staff, whole school agreements, coaching for staff).	• Improved student perception/affect data as measured by a student perception survey

Data	Strategy	Potential Metrics
Attendance (chronic absenteeism) On track for on time graduation (credit accrual)	Data will indicate students who have disengaged from school. This may lead to students falling behind in credit accrual or grade level skills and knowledge. HIDOE will launch a Here to Help Campaign to connect every student with a significant adult. Through the Hawaii Multi-Tiered System of Support, schools are able to provide early and appropriate interventions for identified students. Progress monitoring through a data-driven process will help schools identify the students who are not responding to interventions to better meet the needs of these students.	• Improved student attendance • Improved grades • Increase in positive responses on the student Social and Emotional Learning Survey
Student exit data (students leaving HIDOE)	An increase in student exits will indicate an increase in disengagement. HIDOE must employ innovative programs (e.g., CTE, STEM, computer science, project-based learning) and strategies to reengage students.	• Decrease in student exits, specifically those students who drop out or enroll in alternative education programs • Improved student attendance
School health room visits (number of visits, reason, disposition)	Students need better access to health care at school to reduce missed instructional time. Additional nurse positions and more comprehensive student health needs assessment to include social vulnerabilities would support increased access to health care.	• Improved student attendance
Percent of students with disabilities who have a COVID Impact Service Plan	Students with disabilities who were disproportionately impacted by the pandemic require services beyond the school day to address learning loss and/or lack of progress towards goals. Accelerated/intensive targeted evidence-based interventions will be implemented during extended learning time to address student needs. Professional development specifically targeted for increasing the Special Education capacity of educators will be provided.	• Improved results towards meeting IEP or Section 504 goals • Growth as measured by benchmark and progress monitoring assessments

Percentage of teachers with five or more years of service in HIDOE	Data will identify areas of need to better retain teachers. Staff well-being supports and services must be provided to retain staff.	• Increase in positive responses on the staff school climate survey • Decrease in teacher vacancies
Number of teachers who are highly qualified to teach in their assigned lines	Data will identify areas of need to ensure all students have access to high quality instruction. On-going, embedded professional development for teachers to strengthen their assigned subject knowledge will be provided.	• Decrease in the number of classes taught by a non-highly qualified or out-of-field teacher
Teacher demographics and student demographics comparison	Data will identify areas of need to ensure culturally responsive instructional practices. On-going, embedded complex or school-level professional development for teachers on cultural differences between individualistic cultures and collectivistic cultures to build bridges between the teacher's culture, the school's culture, and the cultures of the communities they serve will be provided.	• Increase in positive responses on the student perception survey

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

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

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

COVID-19 Impact Services are services provided to students to supplement current IEP services and delivered beyond the school day. These services were designed to quickly improve skill loss and address inadequate progress to help students return to their pre-pandemic levels. These temporary and specially designed high-impact instruction or related services can be delivered in a variety of formats, including in-person learning, homogenous small group, before or after school intervention sessions, tutoring, online (synchronous) learning, and skill-based instruction. The student's acquisition rate and learning style are considered when determining the frequency and duration of COVID-19 Impact Services.

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

    HIDOE collects data on the mode of instruction quarterly beginning Quarter 1 of the 2020-2021 school year. This data is currently reported on the HIDOE website[8]. Beginning August 3, 2021, all schools are expected to return to full in-person learning for the 2021-2022 school year.

    Since Quarter 1 of the 2020-2021 school year, HIDOE has been collecting and reporting data on the number of students participating in a hybrid model or full online learning quarterly[9]. Although this data is currently not reported by student subgroups, the data can be disaggregated by subgroups.

[8] https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/School-Reopening-Framework---School-Design.aspx

High-risk attendance data is disaggregated by the high-needs subgroups (students with disabilities, English learners, and students who are economically disadvantaged) and is currently reported as part of the BOE high-risk attendance metric[9] to inform the reopening of school. Chronic absenteeism rates are disaggregated by student subgroups and reported in the annual Every Student Succeeds Act (ESSA) reporting[10]. Chronic absenteeism is a school accountability measure and reported annually.

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

The following table provides the data on student enrollment in each mode of instruction by high-risk attendance (students who are chronically absent or at risk of being chronically absent for the 2020-2021 school year). Approximately 75 percent of students participated in in-person learning at least part of the time by the end of Quarter 3 of the 2020-2021 school year.

[9] https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Return-to-Learn---Metrics.aspx
[10] https://arch-prod-reports-repository.s3-us-west-1.amazonaws.com/essa/2020/999ESSARpt.pdf (page 11)

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

Source: Quarter 3 HIDOE Return to Learn (as of March 31, 2021) https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/school-year-2020-21.aspx

Note: Enrollment counts may appear to be lower than the official enrollment count and special education child count due to 1) BOE metrics exclude charter schools and 2) not all students have an identified learning model in Infinite Campus.

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

HIDOE is offering its largest summer school program across the state free of charge for students. Summer school programming which includes academic, social, emotional, and engagement programming including music, art, and STEM offerings. Five programming designs have been defined by HIDOE: Official summer school, school learning hubs, specialized student support, accelerated

learning, and college, career and community learning.[11] All schools are either offering at least one summer program or, if they are unable to hold a program on campus, have a summer program being offered at a neighboring school.

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

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

[11]https://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SummerSchool/Pages/Summer-Learning.aspx

B. Safely Reopening Schools and Sustaining their Safe Operations

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

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

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

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

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

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

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

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

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

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

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

HIDOE provides guidance through the Health and Safety Handbook[12], which is posted on the HIDOE website. As CDC and the state Department of Health guidance is updated, HIDOE will adjust policies and practices to align with the updated guidance.

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

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

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

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

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

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

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

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

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

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

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

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

grant period (i.e., through September 30, 2023),[13] and revises as appropriate, its plan, and how the SEA will ensure that the LEA seeks public input, and takes such input into account on (1) whether revisions are necessary and, if so, (2) the revisions to the plan; and

iv. Describe, to the extent the SEA collects it, information about LEA implementation, to the greatest extent practicable, of each element of the most up-to-date CDC guidance listed in table B1 and its LEAs' needs for support and technical assistance to implement strategies consistent, to the greatest extent practicable, with relevant CDC guidance.

HIDOE has made information regarding the procedures and policies adopted to ensure the safe return to in-person instruction available on its Return to Learn webpage[14] at hawaiipublicschools.org prior to the 2020-2021 school year and has updated the guidance throughout the school year as necessary. The webpage includes health and safety guidelines, information on the school models being implemented, relevant data reports, resources for staff and families, and announcements shared with staff and the community. HIDOE has also provided information about COVID-19 cases within the public school system on its HIDOE COVID-19 Updates webpage[15]. HIDOE has been and will continue to adjust guidelines and plans as the CDC and state Department of Health update guidance. HIDOE has dedicated staff to assist schools, complex areas, and state offices as needed.

HIDOE will also make publicly available the ARP ESSER State Plan and the use of ARP ESSER funds. HIDOE is prioritizing student and staff needs to facilitate a successful return to in-person instruction, including the continuity of telehealth support and access to counseling services. Understanding that the public school system is more than classroom instruction and is a provider of significant safety nets for students and families, HIDOE will ensure the continuity of wraparound services and student meal service and transportation.

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

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

[14] https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/school-year-2020-21.aspx

[15] https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/COVID-19-Information-Updates.aspx

through public meetings and surveys to assess the strategies and programs implemented and to determine the needs that must be addressed.

As needs are identified and programs are defined, program managers will support the documentation of program guidelines and the distribution of resources to schools and offices to carry out the work of the program. Program managers will also monitor program activities and facilitate program adjustments as warranted.

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

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

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

1. SEA Consultation: Consistent with the ARP ESSER requirements, describe how the SEA engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:
    i. students;
    ii. families;
    iii. Tribes (if applicable);
    iv. civil rights organizations (including disability rights organizations);
    v. school and district administrators (including special education administrators);
    vi. superintendents;
    vii. charter school leaders (if applicable);
    viii. teachers, principals, school leaders, other educators, school staff, and their unions; and
    ix. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

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

    The BOE sets educational policy for the state's public education system, consistent with state and federal law, through monthly public meetings where the public's input is heard and considered in the formulation and adoption of policies. This includes the adoption of the HIDOE's state plan for the use of ARP ESSER funds. Interested stakeholders participate in this public forum to provide meaningful insight and perspectives on BOE proposals by submitting either oral or written testimony, which becomes part of the publicly posted BOE record. These interested stakeholders include, but are not limited to, students, teachers, school leadership, schools staff, union representatives, legislators, and community organizations involved with the development or advocacy of educational policy. The use of ARP ESSER funds was discussed during the April 15, 2021; May 20, 2021; and June 17, 2021 BOE public meetings.

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

potential uses of the federal coronavirus relief funds, the needs that must be addressed to ensure the safe return of students to school campuses, and the initiatives to consider to address learning loss. Virtual meetings were also held with the leadership of the Hawaii State Public Charter School Commission to discuss the use of ESSER funds to address the impact that the pandemic had on the charter schools.

HIDOE conducted an online survey, which was posted on the public website from May 21, 2021 through June 4, 2021, to solicit input from stakeholders and the general public on the needs of students, initiatives to implement to address these needs, and priorities for the use of the ARP ESSER funds. Stakeholders were informed of the opportunity through emailed invitations; an informational briefing with the education committees of the state Senate and House of Representatives; a Board of Education public meeting; announcements to the Hawaii State Student Council and their student networks; and correspondence with state office, complex area, and school leadership and the three labor unions representing HIDOE employees – the Hawaii Government Employees Association, the Hawaii State Teachers Association, and the United Public Workers. HIDOE received 4,338 responses from public school staff, students, families, community organizations, and partners (see Appendix F for a summary of the survey results).

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

To ensure the needs of vulnerable students who may have been disproportionately impacted by COVID-19 are met, staff for programs for students with disabilities, English learners, students experiencing homelessness, students in foster care, migratory students, and students who are incarcerated have worked closely with stakeholders representing the interests of these students to better understand the needs that must be addressed. Stakeholders include educators, advocacy groups, state and county agencies, service providers, families, and community leaders. Collaboration with these stakeholders is ongoing. Program managers were involved in the drafting of this plan.

During the 2021 legislative session, state legislators provided their priorities for the use of the CRRSA ESSER and ARP ESSER funds through a bill passed. Their

priorities for the use of ARP ESSER funds include learning loss mitigation; school-level needs for safe reopening, including improved air quality, the continuity of food services and student transportation, and PPE; programs for social emotional learning and trauma-informed care; innovative initiatives to reengage students, such as Science, Technology, Engineering, and Mathematics (STEM) and Career and Technical Education (CTE) programs; and virtual learning support. The Governor of Hawaii vetoed this bill to allow HIDOE the flexibility to utilize the federal coronavirus relief funds to best meet the needs of the students and to maintain operations effectively and efficiently. HIDOE plans to utilize relief funds to address the general areas proposed by the legislators.

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

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

    Complete the table below or provide a narrative description.

    HIDOE publishes its on-going and planned uses of federal coronavirus relief funds on its public website.[16]

[16] https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/CARES-spending-reports.aspx

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

As of May 31, 2021, HIDOE expended $24.7 million and encumbered $6.2 million of the $43.3 million ESSER I award. Spending against these funds continues for critical needs such as health and safety supplies and equipment, acquisition of digital devices, and professional development for distance learning. HIDOE plans to acquire a learning management system to enhance its online programming and expand the online educational opportunities available to schools and students. The anticipated cost of the learning management system is approximately $5 million.

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

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

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

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

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

As of May 31, 2021, HIDOE expended $24.7 million and encumbered $6.2 million of the $43.3 million ESSER I award. Of the $183.6 million ESSER II award, $65.7 million has been expended.

HIDOE has been making publicly available the use of federal coronavirus relief funds on its website.[17]

iii. In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 ("ESEA"), IDEA, Workforce Innovation and Opportunity Act ("WIOA"), funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.[18]

HIDOE plans to maximize the use of all federal funds awarded to address the academic, social, emotional, and mental health needs of all students while fulfilling the requirements of all grant programs as the SEA and LEA. ESSER funds will be used to supplement the use of ESEA, IDEA, and McKinney-Vento Homeless Assistance Act funds to provide additional supports to students disproportionately impacted by the COVID-19 pandemic. These supports include, but

[17] https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/CARES-spending-reports.aspx
[18] Please note that the needs of students experiencing homelessness must be addressed (along with the other groups disproportionately impacted by the COVID-19 pandemic) through the use of the ARP ESSER SEA reservations and the required LEA reservation for the academic impact of lost instructional time; the funding provided to support the needs of students experiencing homelessness by section 2001(b)(1) of the ARP Act is in addition to the supports and services provided with ARP ESSER funds.

are not limited to, out-of-school time programs, tutoring, and wraparound services to address students' social, emotional, behavioral, and mental health needs.

ESSER funds will also be used to supplement child nutrition funds to continue to provide all students with school meals. HIDOE has taken advantage of the Seamless Summer Option since the onset of the pandemic, providing all students with free school meals. This has led to the need for additional funding to cover the costs of the meals.

WIOA funds will continue to be used to provide non-traditional students with career readiness programs.

D. Maximizing State-Level Funds to Support Students

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

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

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

    HIDOE is currently finalizing a learning acceleration framework to provide guidance to schools, complex areas, and state offices in mitigating the learning loss caused by the COVID-19 pandemic. Summer learning programs; high-dosage tutoring responsive to families' schedules, such as during evenings and weekends; extended learning time; and academic coaching will be managed by each school and complex area to allow for flexibility to address their

unique needs. Professional development opportunities will be provided to educators to ensure they are equipped to address the array of student needs that have developed since the onset of the public health emergency.

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

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

Programs targeted to help students transition to their next school (elementary school, middle school, high school, or post-secondary institutions) will also be implemented to increase student success at the next level. One such program is a summer start kindergarten transition program, a three-week summer bridge initiative that prepares students for entry into kindergarten.

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

Middle school students were especially challenged with transitioning between schools, adjusting to a new mode of learning, and

experiencing the cognitive and physical changes of adolescence. Thus, reengagement must include high-interest educational opportunities and comprehensive support services to facilitate student success. HIDOE will improve middle school designs by implementing evidence-based practices such as discovery learning, project-based learning, and multi-sensory instruction to foster appropriate academic, social, emotional, and behavioral skills. In addition, highly targeted and purposefully designed leadership development programs, especially for middle level students will be designed as a reengagement strategy.

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

HIDOE will monitor student data to evaluate the effectiveness of the strategies implemented to mitigate learning loss. Student data include, but are not limited to, diagnostic data, statewide assessment data, student attendance data, quantitative and qualitative student performance data, and school climate data.

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

Student groups who were disproportionately impacted by COVID-19 will be prioritized for learning loss interventions based on their needs identified by student data and the multi-tiered system of support. Student data will include, but not be limited to, diagnostic data, statewide assessment data, student attendance data, quantitative and qualitative student performance data, and school climate data.

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

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

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

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

Distance Learning will be harnessed to increase the opportunity to learn challenging content and courses, especially for students in remote rural areas where offerings may be limited at the home school. For example, a math collaborative of highly qualified teachers could provide distance or blended upper level math courses online, as well as more specialized courses such as fine arts where instructors may not be available at all schools. This could be a change strategy that reduces the opportunity gap between schools and geographic areas.

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

In addition to the aforementioned strategies to reengage students in in-person learning, HIDOE will provide outreach to students who were chronically absent during the 2020-2021 school year and their families. These students are at greater risk of learning loss due to

their lack of participation in online learning and may need intensive student supports to accelerate learning. HIDOE will provide essential counseling services to help students with social, emotional, and behavioral support as they readjust to in-person learning on school campuses. Engaging family members of students who were chronically absent will allow for a joint effort in identifying the supports both the students and their families need to facilitate student success. Comprehensive supports are especially vital for students in middle school who are not only struggling with engagement, but are also transitioning from one school to another and adjusting to the cognitive and physical changes of adolescence.

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

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

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

and rising seniors for college or the workforce; and counseling support.

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

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

Student groups who were disproportionately impacted by COVID-19 will be prioritized for summer learning and enrichment programs based on their needs as identified by student data and the multi-tiered system of support. Student data include, but are not limited to, diagnostic data, statewide assessment data, student attendance data, quantitative and qualitative student performance data, and school climate data. HIDOE will prioritize summer programs for students who are academically behind, students in transition grades (incoming kindergarten, elementary to middle, middle to high, and high school to college or career), and students who are identified with engagement challenges due to the pandemic.

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

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

HIDOE will provide outreach to students who were chronically absent during the 2020-2021 school year and their families. These

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

HIDOE recognizes that extended summer learning is not sufficient for students who have lost significant instructional time due to absenteeism; thus, learning loss mitigation for students who are disengaged and behind grade level academically will require a multi-year approach to address their academic, social, emotional, and behavioral needs to ensure student success.

3. Evidence-Based Comprehensive Afterschool Programs: Describe how the SEA will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:
    i. A description of the evidence-based programs (e.g., including partnerships with community-based organizations) the SEA has selected, and the extent to which the SEA will evaluate the impact of those programs;

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

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

    HIDOE will create a tool to evaluate the effectiveness of the afterschool programs in responding to students' academic, social,

emotional, and mental health needs. Data will include, but will not be limited to, diagnostic data, student attendance data, quantitative and qualitative student performance data, and student feedback.

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

Student groups who were disproportionately impacted by COVID-19 will be prioritized for comprehensive afterschool programs based on their needs as identified by student data and the multi-tiered system of support. Student data include, but are not limited to, diagnostic data, statewide assessment data, student attendance data, quantitative and qualitative student performance data, and school climate data.

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

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

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

Funds reserved for comprehensive afterschool programs will be used to continuously adapt programming for the most struggling students

as the extent of their support needs are revealed over the next school year.

4. Emergency Needs: If the SEA plans to reserve funds for emergency needs under section 2001(f)(4) of the ARP Act to address issues responding to the COVID-19 pandemic, describe the anticipated use of those funds, including the extent to which these funds will build SEA and LEA capacity to ensure students' and staff's health and safety; to meet students' academic, social, emotional, and mental health needs; and to use ARP ESSER funds to implement evidence-based interventions.

   HIDOE plans to reserve funds to address any emergency needs that may result from the COVID-19 pandemic as an SEA-LEA. ESSER funds are currently being used to build capacity to ensure the health and safety of students and employees; meet students' academic, social, emotional, and mental health needs; and implement evidence-based interventions to mitigate learning loss. Funds will also be used to ensure the continuity of educational services should the impact of the pandemic worsen.

   To identify the impact of the use of the ESSER funds and determine if the funds used addressed students' needs as intended, HIDOE plans to also 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.

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

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

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

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

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

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

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

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

Access to devices that will provide students the tools and resources needed to facilitate success in school as well as enable students to participate in virtual

learning will remain a vital component in ensuring equity. HIDOE will continue its efforts to distribute the necessary devices, such as tablets and laptops and related equipment for internet connectivity, to students. HIDOE will also continue to advocate for the expansion of broadband access to rural communities where broadband availability is limited.

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

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

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

    The LEA must also engage in meaningful consultation with each of the following to the extent present in or served by the LEA:
    i. Tribes;
    ii. civil rights organizations (including disability rights organizations); and
    iii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and

youth in foster care, migratory students, children who are incarcerated, and other underserved students.

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

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

In June 2021, HIDOE administered a survey to school communities and interested stakeholders requesting input on how it should utilize its allocation of federal relief funds. HIDOE received 4,338 survey responses from students; parents and family members; school administrators, teachers, and staff; complex area personnel; state office personnel; public charter school commission personnel; members of civil rights organizations, school communities, labor unions; and representatives of business and industry and institutions of higher education (Appendix F).

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

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

    HIDOE will support schools and complex areas as they implement evidence-based interventions to respond to students' academic, social, emotional, and mental health needs. The tri-level structure of HIDOE enables for more comprehensive monitoring to identify

successes and challenges. Complex area and the Hawaii Public Charter School Commission leadership and personnel provide schools with targeted support and monitoring. State leadership and state office personnel provide complex areas with the resources and support needed for schools.

HIDOE will monitor student data at the school level to evaluate the effectiveness of the strategies implemented to mitigate learning loss. Student data will include, but will not be limited to, diagnostic data, statewide assessment data, student attendance data, quantitative and qualitative student performance data, and school climate data.

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

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

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

HIDOE will prioritize student groups who were disproportionately impacted by COVID-19 for learning loss interventions and student support based on their needs as identified by student data and the multi-tiered system of support. Student data include, but are not limited to, diagnostic data, statewide assessment data, student attendance data, quantitative and qualitative student performance

data, and school climate data. Support will be provided through HIDOE's tri-level structure.

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

iii. How the SEA will support and monitor its LEAs in using ARP ESSER funds to identify, reengage, and support students most likely to have experienced the impact of lost instructional time on student learning, such as:

a. Students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years;
b. Students who did not consistently participate in remote instruction when offered during school building closures; and
c. Students most at-risk of dropping out of school.

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

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

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

Educational equity is a fundamental principle upon which both the BOE and HIDOE render policy and funding decisions. HIDOE has prioritized equity as an area of focus and as a promise to students, ensuring students will experience strong relationships and supports that mitigate disempowering differences to enable them to thrive academically, socially, and civically. ARP ESSER funds will be allocated across the state's K-12 public education system based on student need. Returning all students to in-person instruction is a critical component to reengaging students in learning environments that are most conducive to ensuring student success. Reestablishing in-person instruction ensures the most equitable delivery of educational services to students and HIDOE is fully committed to taking the necessary steps to return students to school campuses and into classrooms with their teachers. This includes creating a positive and supportive learning environment, which is vital in reengaging students and facilitating student success.

HIDOE has established an alternative learning program to provide supportive and nurturing environments for students who have experienced challenges in a traditional school setting to help students overcome their challenges and rise above adversity to succeed. Extensive supports and services are provided to reengage students in learning and to help them develop appropriate behaviors and social-emotional competencies. HIDOE will also focus on encouraging parent engagement, an essential part of the program and critical to student success.

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

F. Supporting the Educator Workforce

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

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

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

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

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

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

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

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

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

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

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

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

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

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

To address the gaps in certified teachers, one key component is to retain veteran teachers who are effective in the classroom and encourage these teachers to teach in hard-to-staff schools. HIDOE has offered salary differentials to qualified teachers in hard-to-staff schools, special education, and the Hawaiian language immersion program to increase retention and attract teachers to the schools and programs with such gaps.

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

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

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

HIDOE will ensure counseling programs align with the American School Counselor Association national model framework, which promotes a data-driven comprehensive school counseling program that addresses student academic, behavioral, social and emotional needs to maximize student achievement. HIDOE proposes to provide educational specialists to the complex areas to support school counseling. The educational specialists will work with school staff to improve the

academic achievement of students through promoting social emotional learning, trauma-informed practices, mental health supports, safe and supportive school climates, and positive student-teacher relationships. Educational specialists will also provide schools with support in truancy diversion and dropout prevention.

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

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.

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

G. Monitoring and Measuring Progress

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

1. Capacity for Data Collection and Reporting: It is important for an SEA to continuously monitor progress and make adjustments to its strategies, as well as to support its LEAs in making adjustments to LEA strategies, based on impact. Describe how the SEA will ensure its capacity and the capacity of its LEAs to collect data on reporting requirements, including but not limited to the examples of reporting requirements described in the SEA's Grant Award Notification (listed in Appendix B). Describe the SEA's capacity and strategy to collect data from its LEAs (disaggregated by student group, where applicable), to the greatest extent practicable, including any steps the SEA will take to build its capacity in the future (which may include the use of ARP ESSER and other Federal COVID-19 pandemic funds at the SEA and LEA levels), on issues that may include the following:
    i. Student learning, including the academic impact of lost instructional time during the COVID-19 pandemic;
    ii. Opportunity to learn measures (e.g., chronic absenteeism; student engagement; use of exclusionary discipline; access to and participation in advanced coursework; access to technology, including educator access to professional development on the effective use of technology; access to high-quality educators; access to school counselors, social workers, nurses, and school psychologists; and results from student, parent, and/or educator surveys);
    iii. Fiscal data that is comparable across the State (e.g., per-pupil expenditures at the LEA and school levels);
    iv. Jobs created and retained (by position type);
    v. Participation in programs funded by ARP ESSER resources (e.g., summer and afterschool programs); and
    vi. Other reporting requirements reasonably required by the Secretary (please refer to Appendix B of this template; final requirements will be issued separately).

As an SEA-LEA, HIDOE data reporting in centralized at the state level. Data are reported through reports and dashboards on the public website[19], the Accountability Resource Center Hawaii[20], and the internal longitudinal data

[19] https://www.hawaiipublicschools.org/Pages/Home.aspx
[20] http://arch.k12.hi.us/

system. Access to data allows for the monitoring of progress and informed decision-making.

HIDOE, at the request of the BOE, currently provides reports on the following: Each school's mode of instruction[21]; the use of federal coronavirus relief funds[22]; and the status of measures taken to promote health and safety on school campuses, the impact of COVID-19 on student learning, access to devices and connectivity, and student withdrawals[23].

As part of the state and federal school accountability system, HIDOE currently provides data on chronic absenteeism, the use of exclusionary discipline, participation in advanced coursework, access to high-quality educators, per-pupil expenditures, and results from student, parent, and educator surveys.[24]

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

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

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

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[21] https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/School-Reopening-Framework---School-Design.aspx
[22] https://www.hawaiipublicschools.org/ConnectWithUs/Organization/Budget/Pages/CARES-spending-reports.aspx
[23] https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Return-to-Learn---Metrics.aspx
[24]https://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/home.aspx; arch.k12.hi.us

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

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

2. Monitoring and Internal Controls: Describe how the SEA will implement appropriate fiscal monitoring of and internal controls for the ARP ESSER funds (e.g., by updating the SEA's plan for monitoring funds and internal controls under the CARES and CRRSA Acts; addressing potential sources of waste, fraud, and abuse; conducting random audits; or other tools). In this response, please describe the SEA's current capacity to monitor ARP ESSER; steps, if needed, to increase capacity; and any foreseeable gaps in capacity, including how the SEA will provide its LEAs with technical assistance in the anticipated areas of greatest need.

HIDOE's fiscal monitoring and internal controls are centralized at the state level. The Office of Fiscal Services will provide state offices, complex areas, and schools with technical assistance as needed.

The following outlines current fiscal controls:

- HIDOE records the receipt of federal awards in a grant award notice database and alerts the Budget Branch of the Office of Fiscal Services of the availability of federal funds.
- The Budget Branch then coordinates with the State of Hawaii Department of Budget and Finance to ensure accounts are set up within the state's Financial Management System to make and record payments against the grant. Each of the three ESSER awards are established in separate accounts.
- The Budget Branch then records the total available award in its Budget System to ensure that the level of allocations made against the award do not exceed the award, or if allocations are made in excess of the award, that the over allocation is done intentionally.
- All allocations of grant funds are made with the approval of the Superintendent or directly by the BOE.

- Once approval is obtained and recorded, a distribution of funds (allocation) is made through a program account for which a designated program manager documents the purpose of the use of funds and the distribution of funds to schools and offices. This information is routed for approval by an appropriate Assistant Superintendent and reviewed by Budget Branch staff prior to being issued on an allocation document that is posted to an on-line system.
- HIDOE's budget system is loaded up with the funds to the various schools and/or offices based on the allocation documents.
- Receiving schools and offices are to review the relevant allocation document to know what the funds are to be used for and then must move the allocated funds into an expenditure plan in HIDOE's financial management system prior to making any expenditures against them. Once placed into an expenditure plan, these funds are considered as "allotment," which the system then allows for expenditures to be made against the allotment balance.
- There is an administrator at each school and office which oversees the placement of allocations into the financial management system and ensures alignment with allowable uses of funds.
- Schools and offices then expend against the available funds. There is oversight and monitoring provided by Complex Area Superintendents and Complex Area Business Managers for schools and complex areas and Assistant Superintendents for state offices.
- Payments for payroll and non-payroll expenses are processed through a central office within the Operations Branch of the Office of Fiscal Services.
- Payments are processed with required documentation and audits are conducted.
- HIDOE has an internal auditor that reviews HIDOE's fiscal controls for weaknesses and performs audits based on an annual risk assessment that is shared with the BOE.

Appendix A: School Operating Status and Instructional Mode Data Template

Table 1

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

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

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

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

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

Table 2

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

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

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

Source: Quarter 3 HIDOE Return to Learn (as of March 31, 2021) https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/school-year-2020-21.aspx

Note: Enrollment counts may appear to be lower than the official enrollment count and special education child count due to 1) BOE metrics exclude charter schools and 2) not all students have an identified learning model in Infinite Campus.

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

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

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

Appendix C: Assurances

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

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

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

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

Appendix D

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

NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Appendix E: General Education Provisions Act (GEPA)

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

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

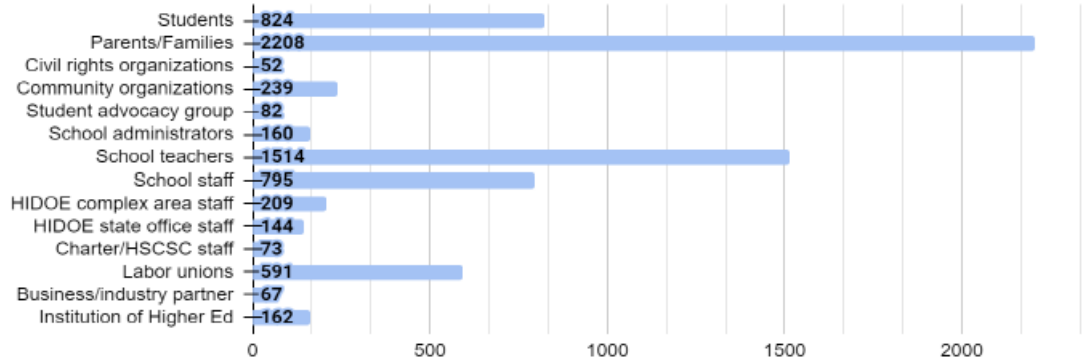
Examples of steps HIDOE is taking to meet GEPA Section 427 requirements include:

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

Appendix F: Public Input Survey Results

Hawaii State Department of Education
ESSER III Plan Public Input
Summary of Online Survey Feedback

From May 21 to June 4, 2021, the public was invited to provide input to Hawaii DOE's ESSER III Plan. The final plan will be proposed to the Board of Education on June 17, 2021. Respondents (4,338) were asked to select the stakeholder group(s) they represented.



How should ESSER III Funds be prioritized? (Highest priority = 4 points).

- Student needs (3.01)
- Reopening school campuses safely (2.54)
- Teacher needs (2.48)
- Reconcile budget shortfalls (1.97)

"Work and collaborate with local community partners who can assist with family activities, teacher and family collaboration activities. The more the schools, community partners and families work together the better things can get."
~ Community organization

How should the department address students' academic, social and mental health needs? (Most referenced suggestions)

- Hire and retain high quality teachers, support staff, counselors, social workers, mental health specialists to provide school-level services for students and staff
- Provide free out-of-school time programs and tutoring, extended school year, after school and summer enrichment, sports, arts, extracurricular activities
- Return to in-person learning, social activities
- Provide school-wide Social Emotional Learning (SEL) resources, curriculum embedded in daily classroom instruction
- Assess, identify learning loss, mental health

What innovative practices would the Department consider further investing in to ensure student success? (Most referenced suggestions)

- Hands-on, problem-based, place-based learning, vocational education, internships, mentorships
- Build upon the technology advances made by teachers and schools by further funding technology in schools including online solutions and tracking

"We really need to focus on the students and their needs. This means having after school activities, not only tutoring but extra curricular activities that incorporate social emotional learning. In addition, A+ should be made available for any child who needs it at no cost, especially those who are low income. In school, we should provide funding for the use of tutors to provide more targeted instruction for students' deficits."
~ School administrator

"School redesign(ed) to increase intersections, touch points and connection time between students and teachers, and teachers with their colleagues. Socioemotional and mental health and well-being need to be a priority so communities can heal."
~ School administrator/teacher/parent-family

What ohana-focused supports should the Department consider funding with the ESSER III funds? (Most referenced suggestions)

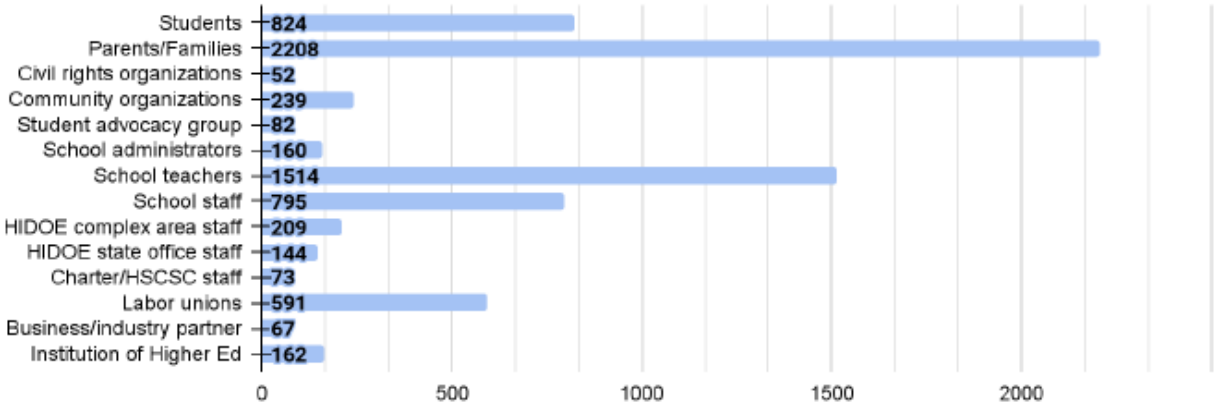
- Healthy, free meals for all students
- Continue all supports started during the pandemic
- Increase ohana engagement and outreach to increase information and communication to families
- Adopt the Community Schools model

"Covid has been a blessing, when you stop to consider what we have learned about children and academics. Use what we have learned to improve our system." ~ School teacher

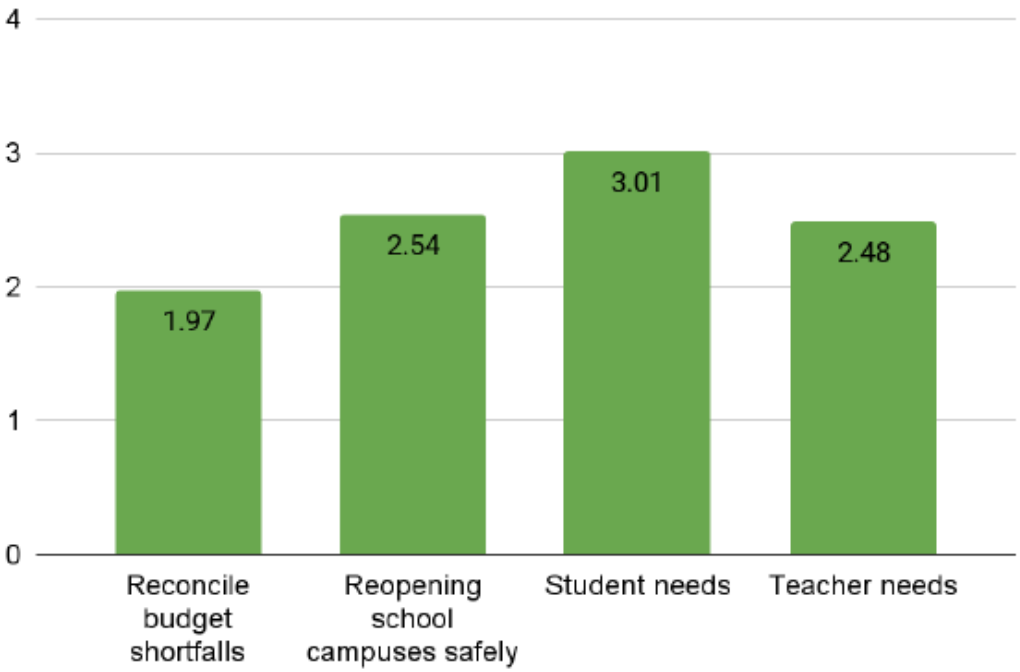
ESSER III State Plan: Summary of Public Input

Survey Results

1. Which stakeholder group(s) do you represent?



2. How should the use of ESSER III funds be prioritized? Rank in order of priority (Highest priority = 4 points).



3. **Since the closure of school facilities in March 2020, our students have spent much of the past year out of the classroom. As a result, some of our students have**
   (4) Fallen behind academically,
   (5) Experienced challenges socially, and
   (6) Struggled with mental health issues.

   What is the best approach the Department should consider to address each area?

Top 10 Suggestions to Meet Students' Academic Needs	References
Free out-of-school time tutoring, extended school year, summer school	521
More Highly Qualified teachers, Part-Time Teachers, smaller classes, tutoring	349
Daily in-person instruction, learning	319
Assess, identify learning loss, provide Professional Development on differentiation	234
Additional time: longer class days/ shorter vacation time, extended school day/year,more planning time	139
Extensive Response to Intervention, Individualized Educational Plans for all	128
Recalibrate academic standards & timeline to make them more realistic, allow students to repeat another year, or retake/extend class during summer; credit recovery. Take things slow, maintain rigor but provide support.	92
Eliminate or temporarily stop standardized testing. Cancel, postpone ACT, SAT, Smarter Balanced Assessments and other high stakes testing.	76
Better communication, expectations when teachers, students, administrators, families and community partners work together to help with academic needs.	68
Pay teachers more	61

"For each student: (1) assess & identify student's academic level per subject matter and social & emotional needs; (2) identify supports & accommodations needed to bring student up to grade level and help with student's social & emotional well being; (3) provide training, resources & supports to teachers, education assistants, school counselors, health-room aide, and staff to help students with the identified academic, social and emotional needs; and (4) involve, inform and keep open communications with parents & guardians on (a) assessment methodology & school's proposed actions on how to deal with students at different academic levels within same grade while providing the needed social and emotional supports, (b) school's expectations of students, parents & guardians, (c) school's plans for the school year, and (d) changes in school's plans for the school year (e.g., explain what has changed and reasons for change)" ~ Parent/Family

Top 10 Suggestions to Meet Students' Social Needs	References
Return to in-person learning, social activities	345
Afterschool and summer school programs and counseling activities; including restarting sports, arts, and extracurriculars	294
Provide Social Emotional Learning resources/ curriculum/ personnel/Professional Development, Multi-Tiered Systems of Support	265
Routines that support relationships and safe environments	235
Social events for families/ students/ staff/ community	223
Provide mental health support for students and teachers. Additional funds for social workers, counselors, Behavioral Health Services, home visits. More Professional Development for counselors. Teacher wellbeing causes student well being.	177
Provide wrap-around services. Partner with community organization to deliver services, out-of-school time. Include families in learning. Greater communication with parents and communities to assess needs.	138
Ensure every student has a trusted adult/mentor/coach, daily check-ins. Professional Development/teacher training for social needs identification and how best to structure transition to learning/rebuilding relationships and connections.	117
Teach social responsibility. Community volunteering, group projects, project based and place-based learning opportunities, team building in curriculum	71
Focus on whole child, non-academic, non-electronic activities	70

"Focus more on the community instead of the academic push. Such as building steady relationships, teaching responsibility to oneself, family, and community. Offer parenting classes, substance abuse classes. Normalize these issues we have by discussing solutions and bringing awareness." ~ Teacher/parent/student

"Spend the first two weeks of school focused on relationships, strategies of organization, meditation, and physical playtime. Allow bonding and trust to occur before pushing academics." ~ School teacher

Top 10 Suggestions to Meet Students' Mental Health Needs	References
On-site counselors, social workers, more Primary School Adjustment Project, School-Based Behavioral Health staff, mental health specialists. Expand Behavioral Health beyond SPED/504. Multi-Tiered Systems of Support strategies for all. Use university student interns.	631
School-wide culturally responsive Social Emotional Learning instruction, embedded daily in class lessons, mindfulness, meditation, mental health education, awareness. Build emotional intelligence. Brain Education. Professional Development for teachers in Social Emotional Learning, Trauma Informed Care. Positive Behavioral Interventions and Supports, Use Panorama Social Emotional Learning Survey.	315

Regular counseling through classroom, individual and group therapy. Intervention services for acute cases for students and teachers. Peer mentors, student-led Mental Health clubs. Out-of-School Time/online counseling sessions. Avoid labeling.	305
In-person, well-rounded educational experience, afterschool, extracurricular activities, art, sports, recess	150
Coordinate existing DOE internal/external organizations, Department of Health, community programs to support mental health for students AND families. On-campus health clinics. Community schools model.	136
Universal screenings, mental health screenings, referral, mental health assessments by professional psychologists as needed. Telepsych.	130
Home and community support, family involvement, workshops, parent resources, School-Based Behavioral Health outreach/education, family counseling, survey parents about child's mental health needs. 24 hour Helpline.	127
More fun, play in-person through large, small social activities to interact with peers, teachers, families. Team building activities.	104
Teacher/staff provide a safe environment, trust, daily advisories/check ins, open office hours, guidance classes.	80
Professional Development for staff on how to help students deal with mental health issues and how to identify signs of mental health issues	56

"The department should make behavioral health specialists more known and accessible for students to use. They should de-stigmatize mental health and therapy, by making it a priority to take care of student mental health. This can be done through mental health days, Social Emotional Learning, wider access to behavioral health specialists and counselors, or partnering with community organizations that would love to be a resource to students with mental health needs. Schools should make it a regular occurrence to somehow check in on their students at various times throughout the year. Then, schools can use the data learned from those check-ins to configure how to improve and create resources and methods that address mental health. In addition, training teachers with a 'toolkit' for how to properly care for student's mental health is essential." ~ Student

4. What strategies, including acceleration, engagement and intervention approaches, should the Department consider to best address the academic, social, emotional, and/or mental health needs of each subgroup of students?

Summary of strategies the Department should consider to address the needs of ALL student subgroups	Number of References
100% in person learning. Smaller classes with more teacher assistants.12-month schedules.	110
All students need to be assessed and accelerated. Multi-Tiered Systems of Support. Stronger Tier 1 & 2 instruction using evidence based practices for all subgroups. Focus on the individual child and their individual needs. Response to Intervention process. Proficiency/ mastery based personalized learning. Assign a case worker to be accountable.	81

More certificated, licensed, trained staff to assess and work with students. Provide adequate funding, salaries to attract, retain highly qualified teachers. More support staff, appropriate resources.	44
Free tutoring, free meals, free enrichment, afterschool and weekend activities, summer school. Modified online curriculum to supplement in-school learning with after school tutoring. Extended School Year for all.	38
No masks for all subgroups	31
Community school model. Align use of resources (people, processes, platforms) to curriculum, instruction and assessment framework linked to specific subgroup performance measures. Collaborate and formalize partnerships with community organizations with established experts in each field. Provide parents with training on how to support their child's learning. Outreach to parents, communication, translations, home visits, increase parent involvement in decision-making.	25

"The classroom experience and interactions with students and family members must (be) present with physical and psychological safety during all encounters to build trust and deepen relationships that then can provide best support. This basic principle must be in place for any and all strategies to have the opportunity to succeed and needs to be grounded in the professional development of Trauma Informed Care and Resilience practices, especially for the delicate nature of our students and families with learning, developmental and other mental health challenges." ~ Parent/family, community group

What strategies should the Department consider for students with disabilities?	**References**
More certified Special Education teachers, services, supports, resources. Educational Assistants for smaller caseloads to intensify one-on-one services to accelerate student learning. Special services coordinators. Professional therapists. Skills trainers. Calm down rooms. More Fully Self–Contained classrooms. Look at combining students by abilities within the district.	329
In-person instruction. Inclusion, Universal Design for Learning, small learning groups, tutoring, coaching, flexible seating, individualized supports, intervention, extended learning opportunities, afterschool, summer, automatic Extended School Year. Applied Behavioral Analysis Therapy in all schools. Longer school days.	253
Update, enact 504s, Individualized Educational Plans. In-depth reassessment for each student to identify needs. Check-in logs. Home visits. More family involvement in Individualized Educational Plan meetings. Fidelity to Comprehensive Student Support System tiered process. Targeted Response To Intervention. Better communication with parents.	109
Professional Development and teacher training in differentiation, Least Restrictive Environment/inclusion, spectrum disorders, Trauma Informed Care, Quality Performance Indicators, modified learning approaches and curriculum. Support Response To Intervention, tiered learning. Train Registered Behavior Technicians internally.	82
Ensure $10,000 bonus to retain certified Special Education teachers, higher compensation for Educational Assistants, more teacher planning/collaboration time, materials, resources	54

"Non traditional experiential learning at an accelerated rate. Research based curriculum that is packaged and easy to implement with teacher editions. More term break learning, similar to Extended School Year for students with disabilities that do not qualify for Extended School Year. Computerized /graphing progress monitoring of data to visually see student performance linked to digital Individualized Educational Plan. SPED learning camps." ~ HIDOE state office staff, school teacher

"Extensive outreach to disengaged families. Equitable funding and resources provided. Ensuring that Individualized Educational Plans have been followed over the last year. Nontraditional schedule and use of Out-of-School Time" ~ Community Organization

What strategies should the Department consider for English Learners?	References
In school. Tutoring in school, after school for small group and individualized sessions, homework help with volunteers, retired teachers, college students, or peers who speak their native language to understand assignments and can help to make meaning out of instruction. Summer Learning Hubs. Multi-grade level groups. Extended School Year.	240
Hire more certified English Language Learner teachers/tutors, Educational Assistants for schools, English as a Second Language classes for families, speech therapy, smaller classes, Teaching English to Speakers of Other Languages (TESOL) programs. Collaboration time for teachers. Targeted, quality Response To Intervention. Make it easier/free for teachers to be certified.	208
Hire bilingual staff, social workers, community/school liaison to mitigate family needs and increase community engagement/partnering, parent support groups, home visits, more parental involvement, translators, translations of resources. Dual language learning.	113
Integrated learning. Pair English as a Second Language students and native english speakers together for cross-learning activities, increase interaction, socialization & destigmatization, integrate students into school, peer mentors/tutors, interschool connections, context learning, immersion, team building. Do not remove a student for English Language intervention.	111
Provide Professional Development for all teachers not just English Language teachers on language acquisition, cultural sensitivity, Sheltered Instruction Observation Protocol, Guided Language Acquisition Instruction. Enhanced Core Reading Instruction, Culturally Responsive Sheltered instruction, vocabulary strategies, thinking maps, drama/theater. Emergent Multilinguals. Bring oral language development/fluency to the forefront.	95

"More English Language Learner family support with qualified translators and supports between family and school communication for a better understanding of school procedures and explanations for school activities."~ School teacher

What strategies should the Department consider for students from low-income families?	Number of References
Basic needs, free meals, healthy food, Pandemic Electronic Benefit Transfer Program (P-EBT), Supplemental Nutrition Assistance Program (SNAP), transportation, school supplies, Personal Protective Equipment, uniforms, no student fees	314

In-person learning, before and after school small group and individualized tutoring sessions, mentoring, afterschool homework help, counseling utilizing senior citizens, peer mentors, alumni who have had similar challenges. Summer learning opportunities. Life skills. Acceleration. Social Emotional Learning. Extracurricular activities. Address the whole child: music, art, sports. Extended School Year. Reading Mastery program.	199
Community school model with counseling, social services, access to resources, supplies, parent education, community outreach, coordinated support services with county, state, federal, private groups/housing complexes.	196
Access to materials, books, technology, computers, internet, desks	141
Engage families, home visits. 5-6 pm parent education workshops to teach families the importance of education, how to support their child's learning at home. Provide virtual check-ins to ask them what they need. Assist families with job opportunities, On-the-Job Training, business classes, job referrals. Child care. Home learning environment resources.	84

"Build more programs that value and honor linguistic and cultural diversity at the school and in the school community." ~ Parent/families

What strategies should the Department consider for students experiencing homelessness?	**Number of References**
Community schools model. Work with the community to provide resources at school to support basic needs, do laundry, get groceries, resources to get them into housing, access to healthcare, parent learning, parent support groups. Allow showers, lockers, and safety and hygiene classes. Mobile hygiene centers.	268
Free meals, weekend food pack, Pandemic Electronic Benefit Transfer Program (P-EBT), school supplies, uniforms, books, clothes, transportation, housing credit, cash stipends for basic needs	211
In person instruction. Support McKinney Vento efforts. Add additional Homeless Liaisons at complex and state level. Outreach to build knowledge of free services and supports. Access to counseling, community partners, social workers. Connect with the Principal. Comprehensive Student Support Services process. YES program. One designated school per complex.	139
Safe learning spaces at libraries, community centers, learning or mobile school hubs, Boys and Girls club.	65
In-school and after school learning, tutoring, Saturday activities, summer programs for small groups and individualized sessions, mentoring programs. Tutoring at shelters. Have hard copies of assignments available.	60

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

What strategies should the Department consider for students in foster care?	References
In person instruction. Social workers, counseling, intervention, more support in dealing with behaviors. Individualized Educational Plans. Dedicated onsite team. Comprehensive Student Support Services. Smaller classes. Summer programs. Lower T-S ratio. More communication, outreach. Teach independent living skills.	198
Adults and peer support, mentor, Social Emotional Learning, engagement, extra curricular activities, clubs, role models, buddy, Big Brother/Big Sisters, weekly check-ins, 10-2 (10 days/2 minutes), share feelings, focus on mental health.	98
Community schools to increase family and community engagement, partnerships with Community Based Organizations. Keep parents and families informed about educational needs and encourage them to help. Take advantage of all educational opportunities, resources. Monitor foster parents.	96
Free lunch, supplies, backpacks/suitcases, transportation, uniforms, technology	48
Safe space for afterschool homework help, tutoring, engagement with peers, learning pod	45

"My parents had a foster home for 25 years and the #1 thing they need is a support system of peers and mentors who care, invest, and commit to their success and believe in them. There is also often a need to help with emotional regulation so counseling would be very beneficial paired with explicit instruction on acquiring confidence." ~ School teacher

What strategies should the Department consider for migratory students?	References
Create Transition Centers/community schools that assist with academic transition, counseling, safe place to study, get help, tutoring, tools, equipment, easy transfer of records, knowledge of student needs, connect with others in transition, assessment, staff/system to track movement, attendance.	99
Inclusiveness, buddy system, engagement with peers in after school clubs, programs, sports, relationships, love, support. Celebrate multiculturalism. Pono Shim's Aloha Response, Social Emotional Learning, social integration, team building.	53
Family outreach. Develop a print and electronic welcome book and toolkit for families. Partner with elders and community orgs that have staff that speak languages. More translators, interpreters. More support for Micronesian community. Provide a needs assessment survey to identify needs.	47
Free meals, tutoring, uniforms, transportation, afterschool, tech, wifi, backpacks	43
Teachers, counselors, social workers in schools. Provide a safety net: housing, food, health care, coordinated interagency support with county, state and federal agencies. Comprehensive Student Support Services. Youth Challenge framework. Outreach. Social Emotional Learning.	39

"One must also seek first to understand the cultures that they work with in order to understand the values and motivators and ways of approaching these students that are considered socially acceptable in the culture." ~ School teacher

What strategies should the Department consider for students of a specific racial or ethnic group?	References
Community schools to increase home/community outreach services, involve mentors, elders, community groups to support the Pacific Islander students, family, community. Remove isolation. Leverage cultural pride through family engagement, family nights, gatherings. Comprehensive Student Support Services. Translators. Parent training in native language. Provide a needs assessment survey to identify needs.	100
Celebrate diversity in assignments, materials, special events. Culturally responsive pedagogy. Social justice through accurate history, open conversations. Teach critical race theory to students.	78
Professional Development on cultural sensitivity, systemic racism, social justice, Micronesian/COFA, anti-bias training, restorative justice, Social Emotional Learning.	72
Don't decide on resources, strategies depending on race. Equity for all. Stop profiling. Same standard for all.	59
Inclusion, counseling, love and understanding, mutual respect, Social Emotional Learning, TLC, group discussion sessions	34
Immersion, interaction with peers, clubs, buddy system, mentors, role models, group activities	34

"Hire teachers who 1) reflect the student population; 2) are trained in understanding social justice and equity; and 3) are willing to create strong relationships with students and their families so that they can support them and advocate on their behalf." ~ Institution of Higher Education

5. In addition to implementing recovery supports to accelerate student learning, the Department should also consider innovative practices to ensure student achievement in the evolving landscape of public education. What innovative practices should the Department consider further investing in to ensure student success?

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

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

6. What educational opportunities should the Department consider providing students to deepen the connection with their communities (e.g., aina-based education, community art projects)?

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

"Students are diverse in their needs. Culturally relevant approaches are always necessary and needed since students come from diverse backgrounds and hold various identities. Teachers should be offered more professional development opportunities focused on equity and social justice, schools should be equipped with more therapists. Place-based/ʻĀina Based education is good for ALL students because it helps them make connections. Research shows that students who have ʻĀina-Based education not only progress academically but also increase in their social, emotional, and mental health and well-being. Schools should work together to uplift values rooted in place and work with the larger community to make these changes." ~ School teacher/staff

7. During this past year, the Department added ohana-focused supports such as a dedicated telehealth line for our families, the Ohana Help Desk to provide support with technology, and multiple school meal pick-up to decrease travel time to and from school. What ohana-focused supports should the Department consider funding with the ESSER III funds?

What ohana-focused supports should the Department consider funding with the ESSER III funds?	References
Free meals for all students. Grab-n-Go meals, fresh fruits and veggie snacks sent home with students with school supplies/packets, meal kits/multiple meals delivered, multiple sites for pick-up for families with no transportation, multiple pick-up times. Pandemic Electronic Benefit Transfer Program (P-EBT). Farmers markets at schools.	388
Continue all supports started during the pandemic. More communication about these programs.	235
Increase ohana engagement, outreach to increase information, communication to families. Parent education and resources. Strengthen academic partnership between school and home to improve instructional outcomes. Fund Community Engagement specialists/ Parent-Community Networking Center positions. Host community listening sessions to get feedback. Use Webex for meetings, online computer training. Stipends to encourage parent engagement.Translators available. Ohana learning centers.	144
Community School model. Provide a safe and comfortable space on campus for families, homeless youth to connect to clothes, resources, services and supports. counseling services. Outreach, English Language translations. Washing machines/laundry facilities.	103
Meet mental health needs, family counseling, support groups. School-based Social Emotional Learning classes/resources/training offered. Bilingual school home assistance, home visits. Weekly check-ins. Online yoga/mindfulness classes. Series on ho'oponopono.	77
Before/after school programs, free enrichment programs during breaks, summer, e-school/virtual school.	62
1:1 computers, increased access to wifi and broadband. Provide desk, device, tech storage, printers for home use. Internet of Things (IoT) and print centers. Learning hubs, community wi-fi.	61
Tutoring, study hall or after school homework assistance to lessen stress about school work in the home. Online tutoring. Parent tutoring. Mentoring.	56
Ohana Help Desk, technology support	53
Survey parents. What is the data around these services? The type of impact it made should determine if we should continue or modify these services.	45

"Opening school facilities for ohana use; access to tracks for ohana walking time, before school, weekends, etc." ~ Parent/families

8. Additional comments. Please include any additional recommendations you may have for the Department's use of ESSER III funds or comments you may have.

Other comments or recommendations	References
Pay teachers. If you invest in teachers, they stay longer, which in turn makes them get better at their craft. When they are better teachers for students, students learn and grow. It is a domino effect that starts with having highly qualified teachers in their jobs.	331
Use these funds to support Trauma Informed Care and programs that have a strong evidence base (i.e., Evidence for ESSA). Focus on tutoring, added school time, new content, a solid and effective school curriculum, summer school.	69
Focus on student learning and best practices in teaching. Consider a diverse portfolio of options that provides support to schools, complex areas, and state offices, as well as direct support to students and families. Focus on the whole child and provide well-rounded opportunities. Offer virtual learning as an option.	60
Funds should be provided to the schools. Schools should have the autonomy to add additional resources, rather than one size fits solutions. It's important to direct funds to schools, not to district or state offices.	49
In person school and daily interaction with caring teachers and counselors	44
Increased pay for support staff	40
Wrap around supports for family and communities including meal service and transportation	38
Upgrading/fixing school buildings and facilities including playgrounds; adding air conditioning to classrooms	37
Onsite, free after-school activities to encourage well being, social-skills, outdoor activities and care of our Aina brings a sense of respect, responsibility and comradeship. Partner with community providers	31
Personal Protective Equipment, funding for staff to clean and sanitize; training for proper cleaning procedures	25

"1. Revisit attendance policies and definition
2. Rethink school schedules to accommodate student developmental stages and parent work schedule
3. Address impact of historical and toxic trauma with community and their role in the problem/solution.
4. Concerted effort with all civil servants working together, sharing intel and resources, one common goal at a time vs each department working solely with limited intel, limited resources, and not reaching goals.
5. Look at other successful school models (i.e. Harlem Children Zone) Possibly looking at school systems around the world (i.e. Japan, Finland, Australia, etc.)
6. Help teachers to understand what "test scores" translates to. It doesn't translate to rote practices of reading skills and math skills.
7. Give principals more autonomy to run their schools according to the different needs.
8. Create relationships with for-profit organizations to help build community." ~ School teacher